

**TEACHING STRATEGIES THAT TEACHERS USE TO IMPROVE READING
AND WRITING IN ENGLISH AS FIRST ADDITIONAL LANGUAGE: A CASE
STUDY**

By

THABELO ZACHARIA LUMADI

A dissertation presented in fulfilment of the requirements for the degree of

MASTER OF EDUCATION

in the

FACULTY OF HUMANITIES

(School of Education)

at the

UNIVERSITY OF LIMPOPO

Supervisor: Dr. L.T. Mabasa

2016

DECLARATION

I **THABELO ZACHARIA LUMADI** declare that this work is mine, original and has not been previously submitted in any form by myself or anyone else in this university or any other educational institution for any degree or examination purpose.

All sources used in this study have been acknowledged.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my beloved father the late **Mukwevho Paulus Lumadi** and my mother **Makhaukani Salume Lumadi**.

ACKNOWLEDGEMENT

My heartfelt thanks are extended to the following people:

- My supervisor, Dr L.T. Mabasa for his superb guidance and mentoring throughout this study.
- Dr J.M. Rammala for editing my dissertation.
- Prof. M.W. Lumadi for being there for me at all times.
- Masinga Innocentia for typing my work.
- My wife Ntuwiseni Abigail for her unwavering support.
- My children Murendeni, Thendo and Thabelo for trying their best to understand my need for undisturbed time to write this dissertation.
- My sisters Rendani Sharon, Lutendo and Rabelani Emily for believing in me.
- My friends Mogakane Moses, Velaphi Queeneth Khosa, Sophy Selowe and Boy Donald Nxumalo for the support they gave me.
- My brothers, Dr. Israel, Lufuno Paul, Johnyboy, Cedrick, Mukovhe and Calvin for their encouragement.
- My senior pastor, Andries Mohlala for his prayers and good wishes.
- My former principal Dorris Diniwe Manzini for her undivided support.
- My nieces Rialivhuwa, Mukona-Zwothe and Rofhiwa and nephews Idani, Mukhethwa, Utsini, Olugaho, Phindulo and Khuliso for their best wishes.
- To my Lord and Creator I would like to say: With you nothing is impossible indeed.

ABSTRACT

This study reflects on the teaching strategies that that teachers use to improve reading and writing in English FAL in the Acornhoek area of Mpumalanga Province. Since the study wanted to have an in-depth understanding of the strategies that teachers use to improve reading and writing, a qualitative methodology was used.

It is within this methodology that a case study was adopted whereby three methods of data collection were used, namely: interviewing, observation and documents. Two schools were selected as sites for the study by means of purposive sampling. The participants interviewed included teachers and learners. The documents consulted included learners class work books, assignments and tests scripts. The researcher also observed lessons that were presented by the teachers.

This study found that learners have difficulties in reading and writing, for example, they cannot punctuate, pronounce and spell words correctly. Furthermore, the study also found that teachers were not trained to deal with reading and writing difficulties. This is manifested by the strategies that they use to improve reading and writing, for example, lack of use of repetition which they claimed to use during interviews.

KEY WORDS

Reading, Writing, Difficulties, Strategies, Constraints, Improve

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
ANA	Annual National Assessment
BA	Bachelor of Arts
B Ed Hons	Bachelor in Education (Honours)
FAL	First Additional Language
HL	Home Language
IPC	International Primary Curriculum
LOLT	Language of Learning and Teaching
PIRLS	Progress in International Reading Literacy
PTD	Primary Teachers Diploma
SGB	School Governing Body
SMT	School Management Team
UL	University of Limpopo

LIST OF TABLES

TABLES

PAGES

Table 4.2.1.1.	61
Table 4.2.1.2.	62
Table 4.1.2.3.	64
Table 4.1.2.4.	65
Table 4.3.1.	68
Table 4.3.2.	72
Table 5.4.1.	89

TABLE OF CONTENTS

PAGE

Declaration	i
Dedication	ii
Acknowledgements	iii
Abstract	iv
List of Abbreviations	v
List of tables	vi

CHAPTER ONE

PAGE

HISTORICAL BACKGROUND OF THE STUDY

1

1.1. Introduction	1
1.2. Problem Statement	2
1.3. Aim and Objectives of the research	3
1.4. Significance of the study	4
1.5. The research questions	5
1.6. Theoretical Framework	5
1.7. Key concepts of the study	7
1.8. Research Methodology	8
1.8.1. Research Design	8
1.8.2. Sampling	8
1.8.3. Data Collection	9
1.8.3.1. Interviews	9
1.8.3.2. Observation	9
1.9. Delimitation of the study	10
1.10. Research framework	10

CHAPTER TWO

PAGE

LITERATURE REVIEW	11
2.1. Introduction	12
2.1.1. National experiences	12
2.1.1. International experiences	14
2.1.1.1. Zimbabwe	14
2.1.1.2. The UK	15
2.1.1.3. Botswana	17
2.1.1.4. India	18
2.2. The importance of reading and writing	20
2.3. Teaching reading and writing at foundation level	22
2.4. Difficulties of reading and writing	23
2.5. The teacher's pedagogical content knowledge	27
2.6. Ways to teach English that delivers outstanding results	29
2.7. Teaching strategies for reading and writing	32
2.8. Key strategies for teachers of English learners	32
2.9. Conclusion	35
CHAPTER THREE	PAGE
THE RESEARCH METHODOLOGY AND DESIGN	31
3.1. Introduction	36
3.2. Research Methodology	37

3.3. Research Design	38
3.4. Sampling/ Selection of cases	40
3.5. Data collection procedure	40
3.6. Data collection	41
3.6.1. Interviews	41
3.6.2. Observation	45
3.6.3. Documents	48
3.7. Data analysis	50
3.7.1. Reliability/Transferability	51
3.7.2. Validity/Conformability	52
3.7.3. Ethical clearance	53
3.8. Conclusion	59

CHAPTER FOUR	PAGE
---------------------	-------------

SCHOOL PROFILES AND DATA ANALYSIS	60
--	-----------

4.1. Introduction	60
4.2. Profiles of the schools	60
4.2.1. Profile of school A	60
4.2.2. Profile of school B	64
4.3. Discussion of responses	76
4.3.1. Difficulties in reading and writing	76
4.3.2. Strategies that teachers use to improve reading and writing	78

4.3.3. Constraints in dealing with reading and writing	81
4.3.4. Dealing with the constraints	83
4.4. Conclusion	85

CHAPTER FIVE	PAGE
---------------------	-------------

DISCUSSION AND RECOMMENDATIONS	88
---------------------------------------	-----------

5.1. Introduction	88
5.2. Limitations of the study	88
5.3. Generalisation of the study	88
5.4. Summary of Findings	89
5.4.1. Difficulties in reading and writing	90
5.4.2. Strategies that teachers use to improve reading and writing	90
5.4.3. Constraints in dealing with reading and writing	92
5.4.4. Dealing with the constraints	93
5.5. Conclusion	96
5.6. Recommendations	97
References	99

7. APPENDIXES	PAGE
----------------------	-------------

7.1. Appendix A: Permission to conduct interviews	106
7.2. Appendix B: Permission from the University management	107

7.3. Appendix C: Consent forms for the participants	108
7.3. Appendix D: Interview schedule for teachers	109
7.4. Appendix E: Interview schedule for learners	110
7.5. Appendix F: Interview transcripts between the teacher and the researcher in school A	111

CHAPTER ONE: HISTORICAL BACKGROUND OF THE STUDY

1.1. Introduction

English is one of the official languages in South Africa. It is also offered in schools as a Home Language (HL) or First Additional Language. Home Language according to the Department of Education and Assessment Policy Statement CAPS (2011) is the language first acquired by learners. CAPS provides language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills for learning across the curriculum whereas First Additional Language (FAL) refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education.

Public schools in South Africa offer English as FAL (First Additional Language). According to Department of Education and Assessment Policy Statement (2011) in South Africa; many children use their additional language, mostly English, as the language of learning and Teaching (LOLT), CAPS, 2011). This means that they must reach a high level of competence in English. They need to be able to read and write well in English.

Reading and writing difficulties is a national problem in South Africa (Whats up Teach, 2013). Learners cannot read and write well (What's up Teach 2013). ANA (2014) and Progress in International Reading Literacy (PIRLS, 2015) reveal that learners struggle to construct sentences and to spell words correctly. They do not know how to punctuate correctly whereas others do not know how and when to use capital letters. They cannot even spell and pronounce their names correctly. English FAL is one of the subjects that learners experience difficulties. Other subjects that learners fail are Mathematics and Physical Science (Mahlobo, 2011).

Several studies have been conducted on reading and writing difficulties. Studies conducted focused on teaching strategies that focused on improving language skills in the language of learning and teaching (LOLT) and the language of science (LOS)(Praputtakun, Dash, Tambanchong, Prason, Meatepinitkul and White, 2012). A Study by Carrejo and Reinhartz (2012) focused on the importance of reading and writing in the teaching of science.

Saxton (2010) study has revealed that learners do well academically when they master reading and writing skills. There is no study that has focused on reading and writing in Mpumalanga schools. Mpumalanga is one of the lowest performing provinces in South Africa. Learners experience reading and writing difficulties. When looking at the performance of schools per district, it becomes clear that districts do not perform at the same level (Mpumalanga Department of Education Intervention Guide, English FAL, 2015). There are four districts in Mpumalanga. They are Bushbuckridge, Ehlanzeni, Gert Sibande and Nkangala.

Bushbuckridge district has fourteen circuits. The circuits are Arthurseat, Manyeleti, Marite, Lehukwe, Thulamahashe, Mashishing, Mkhuhlu, Cottendale, Casteel, Dwarsloop, Ximhungwe, Sabie, Greenvalley and Shatale. Arthurseat is the lowest performing circuit in the district. School A and B are some of the schools in Arthur seat circuit. Learners at both schools experience reading and writing difficulties.

In 2012, English was the most failed subject in school A and school B. The overall pass rate in English FAL in grade 6 was 32, 1% and 30% respectively. This is a cause for concern and there is a need to explore the strategies that teachers use to teach reading and writing. Teachers have spent most of the time teaching learners how to punctuate and spell words.

Other intervention strategies include making it compulsory for each and every learner to have a dictionary and also encouraging learners to visit the school library on regular basis. Even though there are interventions like these, not much has been indicated about the strategies that teachers use in dealing with the problem.

1.2. Problem statement

Bless and Higson-Smith (1995) argue that problem statement is a statement that indicates the variables of interest to the researchers and any specific relationship between those variables, which is to be investigated. In this study, the problem is that grade 6 learners cannot read and write with understanding. PIRLS and ANA studies revealed that Grade 6 learners in schools are incapable of reading and answering questions based on a text. Mpumalanga schools (ANA, 2014) obtained 43% in reading and 45, 5% in writing in EFAL. Since some of the studies indicate that there is a relationship between reading, writing and academic performance, this is an issue that cannot be ignored.

Further, looking at literature as already indicated there is not much focus on the strategies that are being used to improve reading and writing (Whats up Teach, 2013). It is within this context that a study of this nature was conducted exploring teaching strategies that are used by teachers to improve reading and writing in school A and school B.

1.3. Aim and objectives of the study

1.3.1. Aim

- The aim of this study is to explore teaching strategies that teachers use to improve reading and writing in English (First Additional Language).

1.3.2. Objectives

The objectives of the study are outlined as:

- To identify areas where learners have difficulties and the manner in which teachers respond to those.
- To describe the types of difficulties learners have in reading and writing.
- To explore reading and writing teaching strategies that are used by teachers.

1.4. Significance of the study

The study is significant in the following ways:

- It will inform English teachers on the strategies to use in dealing with the issues of reading and writing.
- English language teachers and learners will benefit from this study as it will be used as reference material.
- Language practitioners and students of English will have an additional source to use for further research on learners reading and writing skills in English.
- It will also help policy makers in dealing with issues of reading and writing.

1.5. Research questions

In an attempt to research on the strategies that teachers use to improve reading and writing, several research questions were generated. The main question generated is: What strategies do teachers use to improve reading and writing in English First Additional Language?

Subsidiary questions that are meant to assist in answering the main question were generated as well. Subsidiary questions were generated as follows:

- What are the strategies that teachers use in dealing with reading and writing?
- What challenges do teachers encounter with reading and writing?
- How do teachers deal with the challenges?

1.6. Theoretical framework

Researchers such as Krashen (1987), Chomsky (1957) and Cummins (1981) took part in the study of language acquisition and language learning. These theorists argue that language is both acquired and learned. Brown (1994)'s theory emphasises that learners reading and writing skills are key to their progress at school. This theory will help in driving the study to identify causes of reading and writing difficulties and determine the discrepancies for why learners cannot read and write English FAL. I will observe learners reading and writing lessons and go through their written and oral documents. Amongst theorists mentioned, Brown's theory of reading and writing acquisition has used in the study. Firstly, language allows the learner to participate more in reading and writing, and this could mean more comprehensible input and this is more EFAL (Brown, 1994).

In this regard Brown's theory emphasises the manner in which education should make reading and writing content more understandable to the learners. The teacher should be the source of learners input and the creator of interesting and stimulating classroom activities by using gestures and pictures when they teach (Brown, 1994) whereas Zwiers (2008) emphasises that language content should be taught more than once to make it more understandable. This means that in order for learners to master what they are reading and writing according to Brown (1994), the teacher should ensure that learners are given more work and he or she comes up with interesting lesson activities that will ensure that the lesson is effectively presented.

Zwiers (2008) emphasizes the point that teachers should ensure that the lesson is well understood by learners in order for them to master what they are learning about. Krashen (1987) stresses that there are two independent systems namely, the "acquired system" and the "learned system". In other words, Krashen argues that learners in the classroom acquire their English FAL the same way they have acquired their mother tongue or home language. He stresses that learning helps in providing conscious knowledge such as grammatical rules. Saxton (2010) argues that the learner understandings of language functions is rooted firmly in social act of communication.

Brown's` other notion used in the study is the monitor hypothesis. He emphasises the use of monitor to help learners apply rules to the already learned knowledge. Learners will be able to use tenses and verbs in the classroom for achievement of learning activities. The theory of Brown used in this research may aid teachers to develop appropriate strategies that guide learners to be able to read and write and to achieve their learning in a maximum value. The theory of Brown stresses that learners should be taught more than once to make it more understandable. This should also be done in teaching reading and writing. Learners should be taught more than once and teachers should engage them in more reading and writing activities.

1.7. Key concepts of the study

Hoberg (1999) stresses that concepts result from the elaboration and combination they are trying together or link discrete sensory experience. In this study, the concepts that have been used are defined in order to avoid misinterpretation of their meaning.

1.7.1. Teachers and learners

Van Schalkwyk (1990:30) defines teachers as “the ones who must teach and instruct” and learners “are the ones who learn through purposeful and voluntary involvement in their education”. In this study, teachers are the ones who teach and give instructions to learners in school A and school B. Learners are the ones who learn in school A and B.

1.7.2. School

Duminy (1992:339) argues that “school is an organization or institution in society with the particular function of doing educative teaching”. In this study, a school refers to school A and B in Bohlabela District, Mpumalanga Province.

1.7.3. Reading and writing

Venn (2007:378) defines reading and writing “as an act where the reader uses complex skills to understand the meaning of printed and written text”. In this study, reading entails the skills that learners should possess in order to pronounce and spell written text.

1.8. Research methodology

A qualitative research method was used in conducting this study because it is concerned with understanding rather than explaining, and natural observation rather than controlled measurement and views the subject exploration of reality from the perspective of an insider (Maree, 2007).

Cresswell (2003:18) argues that “a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (in other words, the multiple meanings of individuals experiences, meanings socially and constructed with an intent of developing a theory or patterns”.

1.8.1. Research design

A case study design was adopted in this study because the researcher wanted to study in depth strategies used by teachers to improve reading and writing difficulties at School A and School B. Leedy and Ormrod (2005:137) stress that “a case study may be especially suitable for learning more about a little known or poorly understood situation”.

1.8.2. Sampling

A sample can be a selected larger group of persons identified as population or it can simply refer to the group of subjects from whom data is collected (Richards, 2006). For this study purposive sampling is used. This helped the researcher to interact with the relevant participants. The following participants were sampled: Two grade 6 English teachers and ten grade 6 learners. The teachers were sampled because they teach English First Additional language in grade 6 and learners were sampled because they are in grade 6 and they do English FAL.

Macmillan and Schumacher (1993:378) argue that “in purposive sampling, the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomenon under investigation”.

1.8.3. Data collection

The researcher used structured personal interviews and non-participant observation to collect data. These data collection methods chosen were used to acquire opinions, perception and assumptions of educators. The researcher relied on notes taken during the interview process and observation to pursue the study. Mouton (1996) stress that the influence is based on the attitudes, preferences and opinions of the participant.

*** Interviews**

The researcher conducted face-to face interviews with participants using structured interview that intends to get views and opinions from the participants (Creswell, 2003). An in-depth interview approach which involves one to one interviews in which individual respondents are questioned at length about issues and experiences (Henn, Weinstein and Foard, 2006).

*** Observation**

Observation entails construction of a picture of what transpires during the classroom practices (Henn et al, 2006). The researcher observed the content taught, teaching strategies and the teaching resources. All those were observed in relation to reading and writing. This was done through participant observation.

1.9. Delimitation of the study

This study cannot be conducted in all the primary schools in Arthurseat Circuit because they are many but the study would only focus on two schools in Bohlabela District in the Mpumalanga Province.

1.10. Research framework

Chapter 1 Background and Context

The chapter presented the study background and context thereof. It also articulated the problem statement, aim and objectives of the study. Key research questions were posed. The rationale and significant of this study were also explained.

Chapter 2 Literature Review

The review summarised theoretical frameworks which seek to explain the strategies used by teachers to improve reading and writing difficulties in English FAL. Based on that synthesis, knowledge gaps on the subject at hand are identified. The potential contribution of this study was explained.

Chapter 3 Research Methodology

The chapter explained the research design and identified the study population. It described the sampling method and also the data collection and analysis methods.

Chapter 4 School Profiles and Data analysis

This chapter presented the profiles of the schools followed by a presentation of the data analyzed. The profiles of the schools included learner participants and teacher participants. 5 learners per school were selected and one teacher per school were also selected.

Chapter 5 Discussion and Recommendations

The main focus of this chapter was to discuss the responses of the interviewees to determine whether or not the main research questions have been answered. Recommendations were suggested and possible areas for future research were identified.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

English FAL is offered both as a language of learning and teaching and also as a subject. It is a compulsory subject in public schools. Learners should acquire reading and writing skills in order to do well in English. They should be able to construct sentences, spell words correctly and also punctuate. According to Whats up Teach (2013), learners still face challenges in reading and writing. In South Africa, the majority of learners in grade 6 cannot spell words correctly, pronounce words and also construct meaningful sentences.

In this chapter, a review of national and international and literature strategies dealing with reading and writing difficulties is reviewed. There are some countries that have been selected. The countries were selected because they have done research regarding teaching strategies to improve English First Additional Language in schools.

2.2. National experiences

2.2.1. *The traditional teacher-centred strategy*

After South Africa became a democracy in 1994, when Outcomes Based Education (OBE) was introduced, teachers were encouraged to use group work so that they can also cater for the slow learners. However, this did not mean that teachers were not supposed to demonstrate or to use direct instruction. Teachers used to demonstrate what they were teaching about and learners were expected to reproduce what they had been taught.

Borich (2000) argues that the direct instruction entail demonstrating teaching, competency-based instruction, presentation and teacher-directed instruction. Learners had to memorise what they had been taught without understanding. Learning without understanding poses a serious challenge because learners end up memorising what they have learnt without mastering the skill they are expected to master. Arua et al (2005) argue that teachers dictate pace of teaching and learning.

2.2.2. Group- work

According to Nash (2009) learner centred strategies allow high learner participation and the learners would determine the progress of their learning according to how they understand. The researcher concurs with Nash that when teachers use group work, it will allow learners to participate maximally because each and every child will be given a role to play and this will encourage him or her to participate in the activities.

Jaen and Basanta (2009) stress that group work teaching strategy requires the teacher to be active and be involved all the time. It is essential that the teacher moves around and listens to the discussion of the various groups. In order for learners to be able to read and write, they should be given ample time to work on their own. They should share ideas with their peers and also do reading and writing activities on their own. Jacobs et al (2004) stress that learner centred strategies are those strategies that favour self-activity like the discussion, problem solving and co-operative learning methods

2.3. International experiences

2.3.1. Zimbabwe

In Zimbabwe there are various teaching strategies that teachers use in dealing with reading and writing, namely:

The Direct-Teaching Strategy

This study entails the teacher giving learners instructions i.e. instructing them what to do. Learners do what they are told to do by the teacher. They imitate him/her and they do what he or she expects them to do. Jaen and Basanta (2009) argue that the direct instructional method entail demonstrating teaching, competency-based instruction, presentation, explicit instruction, deductive or didactic teaching and teacher-direct instruction.

The direct teaching strategy encourages learners to memorise and to do what the teacher says without them understanding what they are learning about. Learners end up copying from the teacher. Borich (2000) stresses that the teacher instructs learners towards a desired point to achieve desired outcomes.

The learner-centred strategy (Group-work)

Learner centred strategies are those strategies that favour self-activity like the discussion, problem solving and co-operative learning methods. They allow high learner participation and the learners would determine the progress of their learning according to how they understand (Jacobs, Vakalisa and Gawe, 2011).

The learner-centred strategy is good for effective teaching of reading and writing because learners are able to work as a group, to teach one another how to read, to interact and to share ideas. This gives them a perfect opportunity to learn how to spell words and to pronounce well.

Jaen and Basanta (2009:155) stress that “as an orderly process of group interaction in which learners are exchanging ideas listening to a variety of points of view, expressing and exploring their own views, sharing ideas and constructing meaningful sentences”. Group work is an effective teaching method. In a discussion communication is between and among the learners themselves and the teacher i.e. learner-learner interaction and learner-teacher interaction (Jaen and Basanta, 2009).

The group work teaching strategy requires the teacher to be active and be involved all the time. It is essential that the teacher moves around and listens to the discussion of the various groups. This also provides the teacher with an assessment opportunity. Informal conversations with the groups can help to keep learners task-focused, but care should be taken to avoid unnecessary interruptions (Shuter and Shooter Booklet, 2005). This means that the teacher must not interrupt his learners unnecessarily when learners are in the right direction. The group work teaching strategy gives learners more opportunities to learn because they learn independently.

2.3.2. *The UK (United Kingdom)*

The following are strategies that are used by teachers in the United Kingdom in teaching reading and writing.

The Direct Strategy (Grammar-Translation)

In the United Kingdom, teachers use the direct strategy as one of the teaching strategies to teach English. They use techniques such as dictation, map drawing, question and answer exercises fill in the blank exercises and conversation practice. The teacher is the authority in the classroom. The students do as the teacher says so they can learn what the teacher knows. Larsen-Freeman (2000:31) stresses that “when teaching dictation, the teacher reads the passage three times. At first the teacher reads it at a normal speed while the students just listen”.

The second time the teacher reads the passage phrase by phrase, pausing along enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work. The teacher identifies learners who cannot read and write and read at a normal speed as learners write down what they have heard. Larsen-Freeman (2002) argues that when using the direct strategy, students are taught to recognise cognates by learning spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

As indicated earlier, the direct teaching strategy encourages learners to memorise and as a result, they end up not understanding what they are learning about. Learners fail to read and write because the teacher does most of the work whilst the learner passively sits in class waiting to receive information from the teacher. In order for learners to be able to read and write, they should be given more time to work independently and to interact with other learners.

2.3.3. Botswana

The general approach to teaching in Botswana in primary and secondary schools is teacher centred (Arua, Moanakwena, Rogers, Tierney and Lenters, 2005). Teachers dictate pace of teaching and learning. Teachers who use this approach discourage active students-teacher interaction and see themselves as the source of knowledge.

Self-questioning strategy

Self- questioning is another strategy used by proficient readers. Self- questioning strategy keeps readers engaged as they ask questions to clarify understanding and proceed to make meaning (Harvey and Goudvis, 2000). These scholars state that self-questioning is at the crux of reflective reading. It is a metacognitive strategy. Research findings suggest that students benefit when they are taught how to self-question themselves as they read. For example, teaching them to ask *I wonder questions, such as I wonder what the author meant here. I wonder what will happen next. I wonder why the character says this* and so on, seems to help them improve in answering questions and identifying main ideas (Rosenshine, Mesiter and Chapman, 1996).

Summarising

Summarising is referred to as one of the post reading strategies. It helps readers to know how a text is structured and how ideas are related. It is also important for learning and remembering information. It is a cognitive strategy. It requires a reader to recognise and emphasise central and important ideas, generalise and minimise irrelevant details (Trabasso and Bouchard, 2002).The teacher can use summarising to identify learners who cannot read and write. Learners who cannot remember information find it difficult to summarise what they have read or learnt about.

Summarising is not an effective method of teaching reading and writing because learners who fail to understand what they are learning about find it difficult to summarise what the lesson was all about (Trabasso and Bouchard, 2002).

Inferencing

Van den Broek (1994:556) refers to an inference as “information that is activated during reading yet not explicitly stated in the text. It is a metacognitive strategy. It involves putting together what is written in the text, readers’ prior knowledge from prior learning and readers’ personal experiences”.

Inferencing is categorised under the strategies learners use while (an on-line strategy) Seferoglu (2008). These scholars claim that inferential comprehension is automatic; they however mention that young children and beginning readers may benefit from strategies that enhance inferences. The focus of research on inferential comprehension is on how both young and beginning readers benefit from training which enhances inference making during reading.

2.3.4. *India*

The following are strategies that are used in India to teach learners in schools:

Demonstration

Tatkovic (2005) stresses that demonstration includes the use of real objects, performing actions, using gestures, and facial expression. It is used for presenting words like toy, bracelet, or hat.

Demonstration can be used for sentence patterns that stand for concrete ideas. For example, saying “I am looking at my watch”, or “I am cleaning the chalkboard: while performing these actions. The teaching strategy includes the teacher doing the demonstration and students practising with feedback from the teacher. It is good for teachers to demonstrate when they teach, more especially when teaching the kindergarten effectively.

Demonstration is an effective way of teaching because learners demonstrate what they have been taught. It is good to demonstrate and encourage learners to understand what they are learning about. Morrow (2007) argues that kindergarten teachers use demonstration effectively in the teaching of nursery rhymes and songs.

Choral Drill

In Choral Drill, the children all chant together following along as the teacher leads. It is the repeating of poems, nursery rhymes, the alphabet, an alphabet song, sentence patterns and vocabulary lists. Children repeat the melody and rhythm. Sometimes it is in unison with the teacher and sometimes in an echo pattern.

The technique differs from Choral Reading in that this is for oral language development (Borich, 2000). Carl (2009) argues that choral drill is also a powerful way to cause over-learning to occur. Over-learning, that is, continuing to recite after something is memorised, creates deeper memory traces that make for longer retention. The researcher agrees with Smith that choral drilling is not an effective way of teaching learners. Learners should learn with understanding instead of drilling what they don't understand. Choral drill encourages learners to memorise and recite

In order for learners to know how to read and write, they should be given more time to practise reading and writing. They should be able to interact with other learners. They should be given tasks to read and write and they should work on their spelling mistakes and vocabulary. This will help them to learn with understanding and to ensure that they are able to read and write and spell words correctly.

Questioning

Questioning is another strategy that is used in lessons at all levels. It is used in the introduction. A teacher can use this example: *The title of this lesson is "Beautiful Birds". Can you give the names of some birds which you find near your house? Do you like to watch them? Do some of them sing?*

Amabile (1996) argues that the most frequent use of questioning lead students to discover patterns, put items into categories, and find labels for the categories. To do this, teachers typically use the chalkboard and write names of categories across the top. Teachers would begin by placing example items in the categories and then ask questions such as: *What belongs together?*

2.4. The importance of reading and writing

Reading and writing play a central role in education. Learners who cannot read and write find it difficult to do well in their studies. There is a need to teach learners how to read so that they can be able to learn effectively. Mwamwenda (1997:504) stresses that "one should not stop reading. Education should encourage learners to engage themselves in reading".

Milner and Anita (2005) stress that reading and writing are two of the most important skills that learners should obtain during their time at school. It can also be one of the most rewarding skills as so much information and opportunity is provided to people who are literate and who enjoy reading. As a teacher it is important to ensure that learners understand the importance of reading and writing.

In order to do well academically, learners should be taught reading and writing skills. This will enable them to be good readers and writers. Ovando (1989:208) argues that “language is a crucial means of gaining access to important knowledge and skills. It is the key to cognitive development and can promote or impede scholastic success”.

Ovando (1989) further stresses that children learning to communicate should develop language knowledge such as vocabulary and grammar as well as rules for appropriate use. Menyuk and Brisk (2005:201) argue that “Learners’ language knowledge and understanding play a crucial role in how learners perform in school and how well they learn”.

Teachers should engage learners with stimulating, challenging and enjoyable activities so that learners may achieve their learning (Desmet, 2009).Tatkovic (2005) stresses that learners should engage in writing in order to learn how to use written language effectively and expressively.

Whereas Wessels(2007) argues that teachers should have the ability to prepare and use activities which will give learners opportunities to understand and use grammatical knowledge, as well as improve their language proficiency. Practitioners should use strategies and methods when engaging with classroom practice.

2.5. Teaching reading and writing at foundation phase level

Gove and Cvelich (2010: ii) stress that “children need to learn to read early to have success in school; success in school is a key factor escaping poverty”. Learners should be exposed to the two skills (reading and writing) at an early age. This will help them to gain confidence and knowledge on how to read and write.

Furthermore, Gove and Cvelich (2010) argue that the point of reading is comprehension, and point of comprehension is learning. Children who fail to learn to read in the first few grades of school are handicapped in later grades as they must absorb increasing amounts of instructional content in print form. Poor readers cannot develop proper writing skills and become self-guided learners in other subject areas (Gove and Cvelich, 2010).

Teachers should focus on the following: phonetic awareness-focusing on, manipulating, breaking apart, and putting together sounds orally, phonics-linking written letters to their sounds and forming spelling patterns, fluency- achieving speed, accuracy, and expression in reading, vocabulary-knowing words (both oral and written) and their meaning, and comprehension-understanding the concepts read and heard(Gove and Cvelich, 2010).

Department of Education (2011) argues that it is important that a substantial amount of time is devoted to English in the Foundation Phase. Many of our learners lack proper foundations in literacy and so they struggle to progress in the system and into post school education and training.

2.6. Difficulties of reading and writing

Learners experience difficulties in reading and writing. These difficulties manifest themselves in different ways. They cannot pronounce words, punctuate and spell words correctly. Acquisition of skills usually goes with challenges. Concerning reading difficulties in a second language, Seferoglu (2008), stresses that children with the task of learning to read in a language that they have not yet mastered orally perform poorly.

Because reading instruction strongly builds on oral language proficiency, second-language speaking children may therefore experience a considerable gap. Desmet (2009) further stresses that for second-language readers, it can be expected that the network of connections between the various graphemic, phonological and semantic nodes needed to read will be weaker than for the first language reader.

Paris (2005) reveals that research on assessment and instruction shows that alphabet knowledge, phonemic awareness and oral reading fluency are the enabling skills and significant predictors of later reading achievement. Unfortunately, there has been less emphasis on vocabulary and comprehension to date perhaps because of the difficulty in assessing and teaching these skills to children who are beginning to read.

Tatkovic (2005), also argues that in order to learn sound-letter association, one must first be able to discriminate sounds orally and then must learn to associate them those sounds with letters that they represent. Successful application of phonics is dependent on the reader's ability to hear and produce the sounds of a language.

Lack of adequate experience with English sounds and patterns make ESL learner unable to recognize a sound, discriminate and use those sounds in speech. This inability, in turn makes it difficult for students to sound out words in print resulting in reading difficulties.

Tatkovic (2005), further stresses that it is generally accepted that writing is more difficult than listening, speaking or reading. Producing meaning through writing requires more effort than recognising meaning through listening or reading. What can be said aloud cannot be expressed as easily or quickly in writing. Besides, deciding what to say learners must follow the conversions of spelling and pronunciation that will make the message understandable to others. Usually students develop writing abilities after oral language abilities are rather well established. Hence, problems with oral language point to problems with reading as well as writing skills because learning the skills of written expression can be difficult for ESL learners who must learn to write a language which is orally unfamiliar (Tatkovic, 2005).

In attempting to remedy early reading difficulties, Saeed and Jarwar (2012) argue that when a phonological awareness deficiency is identified as a major contributor to a child's reading and spelling difficulties, it is, in a way, a relief, because it is a 'trainable' system that can be taught and practised, especially in the early stages of reading development.

Training undoubtedly improves reading and spelling systems. With regard to writing problems, Hallah and Kauffman (2006:4), state that, "In all languages studied so far, a group of children experience severe reading problems (developmental dyslexia) despite normal intelligence, good educational opportunities and no obvious sensory or neurological damage." This point suggests that reading skills in irregular languages like English pose more literacy development challenges than is the case with regular ones. Remarkably, approximately 5-18 % of the population is affected by dyslexia (Lemlech, 1988).

Bluestein (2008), argues that research has shown that children who experience reading difficulty are those who have limited ability to perform sub-lexical manipulation tasks and those deficits persist until adulthood.

Clark and Starr (1996), on the other hand argue that deficient phonological representation might be a key underlying factor behind the poor working memory, perceptual deficits and underspecified lexical representations typical to children with reading disability.

Buckley and Styan (1988), stress that writing in the second-grade classroom can be quite diversified. Some children write as confidently and as enthusiastically as they did in the first grade. For other children, writing becomes a dreaded, anxious activity, as they wrestle for perfection with pencil strokes, word spellings and stray marks resulting in children discarding the work and beginning anew.

Bluestein (2008) has recorded that biliteracy acquisition (meaning two ways of acquiring) often entails the challenge of learning new phonological information and the ability to reliably assign this information to the appropriate graphic representation. Therefore, the challenge of learning to read and write in two orthographies simultaneously or immediately one after the other is a great challenge on the learner especially in initial grades.

2.6.1. *Specific manifestations of reading difficulties and errors*

Ekwall and Shanker (1998:12) argue that the following are Level 1: pre-reading skills (Grade R and the beginning of Grade 1):Phonetic awareness- Preschool children show little interest in reading process or phenomes.

They cannot remember the phonemes/sounds and do not even try to do any pre-school writing. Some of the learners experience difficulties with perception and find it hard to discriminate between the different sounds, or they cannot remember the specific letters and/or their related sounds.

Letter sounds relations- These learners are not interested in the letter-sound relations as they do not know or understand the letters or the sounds. They cannot relate the sounds to the letter because they cannot discriminate between the letters visually, or they cannot remember or discriminate aurally between the sounds related to the letters Level 2: word identification and decoding of words, and understanding words and ideas (Grade 1 to Grade 4). Inadequate ability to identify basic sight words. Their general sight vocabulary is inadequate due to visual perception difficulties, attention and poor memory.

Configuration clues. Learners who experience difficulties using external and internal clues of words are still having difficulty with the letter –sound relations learners experience in the pre-school phase.

Phoneme analysis. Some learners have difficulty remembering consonants, vowels and vowel blends, digraphs and diphthongs. They also find structural analysis difficult and do not know the rules that constructions are based on structural analysis. Learners experiencing difficulties with word rhythm cannot identify the word syllables even when singing a song.

For example, they cannot determine the rhythm of a word such as comprehension and also do not know the rules on which word syllabification is based contextual clues. These learners are unable to identify words on sight. They often concentrate on sounding out words, as they do not remember or know the content of the text.

2.7. The teacher's pedagogical content knowledge

The teacher remains an important resource to the learner. In order to teach learners effectively, the teacher should be well prepared and knowledgeable. According to What's Up Teach (2013:6) the teacher "is the key to a child's success to read and write.

A major consensus of research is that the ability of teachers to deliver good teaching instruction is the most powerful factor in determining how well children learn to read and write". In order to succeed in the classroom, teachers need the co-operation and support of instructional leaders who value and provide effective ongoing professional development.

Effective early reading instruction involves the importance of a system-wide, supportive approach to reading instruction, the development of the expertise of teachers, and the role of the home and the community. All partners play a significant role in ensuring that the conditions are right for teachers to provide effective instruction and for children to learn to the best of their ability (What's up Teach, 2013).

Concerning teaching methodologies, Wilen, Hutchison and Ishler-Bosse (2008), argue that all language teachers, whether of English or African languages need education in general language teaching methodologies for teaching specific languages more effectively. Owino (1987) also notes that when the teachers are not fluent in English and African languages, they make mistakes in teaching reading.

So, teachers' knowledge both in content and methodology is of great importance if the teaching of the two language media is to succeed. Furthermore, Schroeder (2005), points out that reading instructions depend in part on the teacher's knowledge and effective use of instructional methods.

Calderhead (1984) stresses that teachers should have knowledge, the domain knowledge of reading and academic language, as well as pedagogical context knowledge of instructional and formative assessment. For Banich (1997), English educators' knowledge and enthusiasm means that the teacher pedagogical knowledge can have an impact on the quality of teaching and the success of learners learning.

The teacher's pedagogical knowledge is of utmost importance. Teachers should be knowledgeable in order to teach effectively. Dillon and Maguire (2007) stress that it is important for all educators to have knowledge about some of the key concepts and principles which are influential in shaping English. Lancina and Silva (2011) argue that educators should find ways to learn new strategies and techniques to better meet their learner's academic, linguistic, and social needs to increase achievement. Strategies and methods used in the classroom urge to relevancy in usage of quality teaching resources.

Nash (2009) argues that effective use of visual materials and technology may also benefit learners in the classroom. In order for learners to learn effectively, they need a knowledgeable teacher who is able to teach effectively and to provide learners with resources. In order for the learners to be able to read and write, teachers should have the skills to teach reading and writing. They should use different teaching strategies and styles and also ensure that teaching aids are used effectively. Frey and Fisher (2008:132) stress that "pictures and other visual information are valuable resources for developing understanding in all grades".

This means that teachers should use effective teaching aids in order to make learning interesting and effective as well. Hall (2005:47) argues that "when the teacher is knowledgeable, he or she is able to prepare tasks that learners may achieve in a holistic way".

2.7. Ways to teach English that deliver outstanding results

In order for the learners to improve the reading and writing skills they need to be taught thoroughly. Cangelosi (2004) stresses that there are ways to teach English that deliver outstanding results, namely:

2.7.1. *Clear purpose*

What is the point of reading and writing anything if you don't know why you are doing it? We aim to provide children with a clear purpose to all reading, and especially writing tasks. Whether it is an invitation to the headmaster to attend a class assembly, an email to an author or an article for a school newspaper, our children know why the quality of their writing matters: because there will be real audience for their published work. Teachers should ensure that learners to read and write with a purpose. They should ensure that learners understand what they are reading and writing about. This will help learners to master the skills of reading and writing and also enable them to do well academically.

2.7.2. *Immersion activities*

How children access stories, poems and other texts if their minds and imaginations are not fully engaged? Teachers have found that immersing children in a range of creative activities before reading the text means that they are fully prepared, and excited, about the reading journey ahead of them. Through painting, music composition, a film project, in role drama or sculpture, learners have had a chance to share vocabulary, ideas and concepts which gives their reading fresh meaning and purpose.

2.7.3. Professional publishing

One effective way of valuing children's work as well as providing a real incentive, is to plan for a range of ways to publish their writing. Recent examples include a whole school bookmaking project. Following a whole school inset on bookbinding techniques, every class published their own shared book; one example being an anthology of short spooky stories composed by year 6 learners.

Their stories were mounted on handmade paper, accompanied with each child's art work with a dramatic paper cut over front cover. The effort the children put in their work was immense, and the results were stunning as a result.

2.7.4. Meaningful planning

Where possible, learning in English is linked with subjects with the creative curriculum we follow: the international primary curriculum (IPC). Well in advance of teaching, teachers collaborate and share their ideas for planning through a mind mapping process.

Meaningful, creative are planned for, ensuring that all staff members know exactly what the children will be learning and why. Meaningful planning entails that teachers should plan their lessons in advance and also work together and assist each other in ensuring that their lessons are well planned and that they know exactly what they want to achieve and also the learning outcomes that should be achieved.

2.7.5. *Focused strategies*

The teaching of reading is not easy. As children's fluency in reading increases, it's hard to know what reading skills need to be taught, and when. Teachers ensure that specific reading strategies are modelled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image. Our teachers use "think aloud" statements to model to the children how these skills are used, and how they can help them become better readers. These strategies are then shared as a class, and then assessed in follow up guided reading activities.

2.7.7. *Grammar concepts taught creatively*

Grammar cannot be taught as a stand-alone activity. What is the point of that? Children begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques are drawn from shared texts; texts which the children have already been immersed in and have a good understanding of. Exploring these, and embedding them creatively is how the learning takes place.

2.7.8. *Rigorous teaching of spelling and phonics*

In the infants, phonics is streamed, so all children can benefit from tailored teaching, making maximum progress as a result. All phonics and spelling activities are fun, multisensory and as physical as possible, the aim being to meet all learning styles in the class. In the juniors, we try to make homework lists as personalized to the child as possible to ensure that the spelling patterns stick in a meaningful way.

2.8. Teaching strategies for reading and writing

There are various teaching strategies applied in the teaching of reading and writing. The choice of each of these strategies is guided by a number of factors some of which are age and grade of learners and the linguistic structure of the languages involved. Cangelosi (2004) has revealed that despite the similar developmental trajectory of phonological representation across many European languages, reading acquisition itself varies markedly across the very same languages. This is attributed to consistency of spellings to sound relations, granularity (gain size) of orthographic and phonological representation and teaching methods.

The three factors mentioned here could be of great focus in the teaching of local languages in the first grade, but more so to English language in the second grade. Additionally, Santrock (2009) holds the view that skills learned in one language are not only applicable in one language but also in other concurrent languages. Teachers will have noticed when teaching children to count in English, for instance, children who already know how to use numbers in L1 learn such concepts more quickly in English. This may also apply to learning literacy skills. However, some teachers trying to teach new concepts in English to children who have already learnt them in L1 are often left in doubt as to whether the children have really understood.

2.9. Key strategies for teachers of English learners

According to New Teacher Centre @UC Santa Cruz (2005:4) the following are key strategies for teachers of English learners:

2.9.1. *Explicit Instruction*

- Content knowledge

Teach essential grade-level concepts and build students background knowledge as needed. Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). Explicitly teach academic language and cognitive reading needed to complete Subject-specific tasks, e.g. analyse, interpret, classify, compare, synthesize, persuade, solve.

- Academic language

Teach essential language forms and uses per students assessed language development level: listening/speaking, reading and writing. Follow contextualized introduction and explicit modelling of language use with repeated practice.

*Sample activities/assessment

Teach/ explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, patterns drills, or completing a story map; check for understanding. Teach specific reading comprehension skills for completing: task procedures answering questions, word problems, understanding text and graphics.

2.9.2. Meaning-Based Context and Universal Themes

- Content knowledge

Introduce new concepts through familiar resources, prompts, visuals or themes. Use associated types of “realia” meaningful or familiar to students to affirm the appropriate context for using new language. Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect students and sociocultural or linguistic backgrounds.

- Academic language

Use methods listed above for introducing academic vocabulary, sentence structures and language uses. Link ongoing practice or tasks to both school-based and community-based uses. Respectfully compare and analyse language use and meanings to other cultures or context, to promote metacognition.

- Sample activities/assessment

Quick- write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-aloud, thematic prompts, role-play, comparing language uses for similar contexts. Identifying and analysing different perspectives and language references: essential concepts.

2.9.3. Guided Interaction

- Content knowledge

Structure multiple opportunities for peer-to-peer interactions as they learn content and develop their use of academic language in speaking/ listening, reading and writing. Clarify expectations, outcomes and procedures related to tasks for flexible group activities. Allow for primary language interactions to clarify concepts.

- Academic language

Structure multiple opportunities for peer-to-peer to increase speaking, listening, reading comprehension and writing skills.

Support language interactions with review/preview of language forms, use of graphic organizers or other types of modelling.

2.10. Conclusion

Ndlovu (2001) argues that literature review helps to share with the reader the results of the current study. It provides the framework for establishing the importance of the study and extends dialogue on the study. Leedy and Ormrod (2005) stress that literature review describes theoretical perspective and previous research findings related to the problem at hand. Its fundamental aim is to review what others have done in areas that are similar, though not necessary identical to one's own area of investigation.

Neuman (1997) argues that a literature review is based on the assumption that knowledge accumulates and that we learn from and build on what others had done. Scientific research is not an activity of isolated knowledge, which ignores others, findings are a collective effort of many researchers who share their results with one another and who pursue relevant knowledge as a community.

CHAPTER THREE: THE RESEARCH METHODOLOGY AND DESIGN

3.1. Introduction

This chapter describes the data collection and provides activities of the study. The essence of the methodology used in this study was to look at and present what is happening in reality in School A and School B. The aim of this chapter is therefore to discuss the research design and the methodology of the study.

This chapter therefore answers the question “how” the research was conducted. Over and above that, this chapter outlines and gives a rationale behind the selection of data collection strategy. Vockel (1993) stresses that the research design refers to a systematic scheduling and the interaction of the researcher with the participants in the field.

3.2. Research methodology

Leedy and Omrod (2005) describe research methodology as the general approach that the researcher takes in carrying out the research project. To some extent, this dictates the particular tools the researcher selects. There are basically two approaches to doing research: quantitative and qualitative. However, it should be noted that there is also a mixed methodological approach where the two approaches can be used in one study. Each research approach has evolved to fulfil specific research aims and functions, and specific methodological styles. Furthermore, it should also be noted that conventions have developed within each tradition. In this study a qualitative approach was used. Qualitative research focuses on understanding people’s beliefs, experiences, attitudes, behaviour and interaction. It is an approach used to answer questions about the complex nature of a phenomenon usually with the purpose of describing and understanding a phenomenon from the participants’ point of view (Maree, 2007).

Creswell (2003) argues that a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (in other words, the multiple meanings of individuals experiences, meanings socially constructed with an intent of developing a theory or patterns) or advocacy (participatory perspectives or change oriented) or both.

In this study, the researcher inquired about the strategies teachers use to teach reading and writing in the school. This was done using the qualitative approach in order to understand the complex processes that precipitate human interaction, and it also provides opportunity to obtain information that is relevant to the field of study (Mouton and Marais, 1990). It also helped me to gain new sight about the phenomenon on reading and writing and to discover the problems that exist within the phenomenon.

3.3. Research design

A research design according to Maree (2007) is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done. The choice of research designs is based on the researcher's assumptions about research skills and research practices, and influences the way in which she or he collects data. Bless and Higson-Smith (1995:46) define a research design as "the plan of how to proceed in determining the nature of the relationship between variables"

In this study, the choice of the design was guided by the research question which is "What strategies do teachers use to improve reading and writing in English First Additional Language?" Furthermore, Leedy and Ormrod (2010) indicate that there are five common research designs in qualitative approach. They are outlined as Case study, Ethnography, Phenomenological study.

The case study is a kind of a design that helps the researcher to look at a particular person, programme or event in considerable depth. In this study, the design helped me to focus on the phenomenon of reading and writing in depth. Furthermore, it helped me to study in depth strategies used by teachers to address reading and writing difficulties experienced by learners in school A and school B. A case study approach was used because the researcher wanted to study in depth strategies used by teachers to address reading and writing difficulties experienced by learners in school A and school B.

In this study, I interacted with different stakeholders who were key to the study. The design also assisted me gain a clear understanding and also acquire knowledge regarding issues related to reading and writing. Furthermore, it provided me with multiple sources of information and facilitated the process of exploring and describing the phenomenon clearly.

3.3.1. *Research Site*

The research was conducted in Mpumalanga Province, Bohlabela District at Arthurseat Circuit. Two schools (school A and school B) took part in the research study because learners of both schools were experiencing reading and writing difficulties in English FAL in grade 6.

3.3.2. *Setting*

School A and school B are located at Greenvalley Trust, Acornhoek in Mpumalanga Province. Both are primary schools and they offer English First Additional Language both as LOLT and as a subject. Both school A and school B are 125km and 132 km respectively from the city of Nelspruit. School A is a primary and it starts from Grade R- 7 whereas school B is also a primary which also starts from Grade R-7.Both schools are found in rural areas.

School A is under-resourced and the buildings are dilapidated whereas school B has good infrastructure. School A has no running water whereas school B has a borehole and there is running water.

3.4. Sampling / selection of cases

There are two major sampling strategies which are used in research. They are probability and non- probability sampling. Probability sampling strategies are based on the principles of randomness and probability theory, while non-probability methods are based on the principle of purposive selection. In this study, participants were selected following their participation in dealing with reading and writing issues.

In this study, two teachers and ten learners were purposively selected as participants in the study. They were selected because they are relevant to grade six i.e. the teachers teach in grade 6 and the learners are doing grade six and English FAL is offered as a subject as LOLT.

3.5. Data collection procedure

Before subjecting both teacher and learner-subjects to the data collection procedures, informed consent was considered by explaining the aim of the research and seeking permission from school administrators to involve these teachers and learners in the study. When it came to data collection, a three-step general procedure was applied.

This involved; entry (greetings, self- introduction, explaining purpose, making assurance and seeking permission from both the teacher and learner-participants to gather data from them and how this should be done.

3.6. Data collection

Data collection refers to a process on how data was collected, organised and summarised in a meaningful way (McMillan and Schumacher, 2001:177). In this study, data was collected through interviews, documents and observations. The sampled participants were interviewed and the researcher also played the role of being participant observer. These methods enabled the researcher to get first-hand information about learners and teachers experiences in reading and writing difficulties in English FAL. Leedy and Ormrod (2010) stress that it is essential that data collection methods are consistent with the ethical principles.

The people being studied must know the nature of the study and be willing participants in it (this is informed consent), and any data collected should not be traceable back to particular individuals (maintaining their right to privacy). One personal data confidential is to assign various pseudonyms to different participants and to use those pseudonyms both during data collection and in the final research report. In this study, participants were assigned various pseudonyms.

3.6.1. Interviews

Maree (2007:87) stresses that “an interview is a two-way conversation in which the interviewer asks the participant questions to collect data to learn about the ideas, beliefs, views, opinions and behaviours of the participants. Heining (2004:147) argues that “no matter how careful one would interview through questions, it comes to naught if the interviewer fails to capture the actual words of the person being interviewed”. In this study, I used interviews to collect data from the sampled participants. Holstein and Gubrium (2003) describe interviewing in qualitative studies as a unique form of conversation, which provides the researcher with empirical data about the social world, simply by asking participants to speak about their lives.

A benefit of conducting face-to-face interviews is that it enables the researcher to gain participants' cooperation by establishing a relationship with them, which therefore facilitates the production of high response rates (Leedy and Ormrod, 2001).

The researcher was fully prepared to attend to several tasks simultaneously. He asked questions and was more conversational to make participants feel secure. During the interview sessions, the researcher repeated questions to check if the participant was reliable, meaning that the participants gave similar answers to similar questions that were asked at different times. The researcher also attempted to ask the same questions in slightly different ways in order to reveal new information which might have remained hidden. The researcher also ensured that the participants did more talking. He encouraged the flow of information by using probing questions.

- Access

In this study, the researcher had access to the sampled participants i.e. ten learners from school A and B and two teachers (one from school A and another one from school B). Access to information was not denied as participants were interviewed and they cooperated fully with the researcher. I was not denied access to the sampled participants because I know the participants personally and they were also willing to express their views regarding the issues of reading and writing.

- Challenges

The researcher experienced challenges of language usage and understanding with some of the participants especially learners. Some of the learners did not express themselves fully because they were sceptical of revealing their perceptions about the problems in the school whereas some were shy to express themselves. I over-came the challenges by encouraging participants to use their mother tongue and to feel free to ask questions in case they did not understand me.

The researcher also experienced the following challenges during the interview process. One of the teachers was reluctant to participate in the research study. He indicated that he viewed the whole process as time wasting and unimportant. Some of the learner participants were also not free to give their views. The researcher met with the teacher participant and assured him that he was free to pull out of the research process and his views were not going to be used against him or against the school in any way. He also met with the learner participants and assured them that their views were not going to put them in danger or to disadvantage them in any way. All the participants were convinced and they participated voluntarily and freely.

- Relating with the participants

The researcher related well with the participants. Participants were encouraged to use language of their choice and they were also encouraged to be fair and transparent in their expressions. The researcher respected the participants and adhered to the ethical principles of research i.e. ensuring that participants felt relaxed and not intimidated. I related with the participants well because I know them personally and they were also free to interact with me.

- Selection of Interviewees

The participants were selected by me (ten learners and two teachers). Learners were selected because they are in grade 6 and they do English as First Additional Language. Teachers were selected because they teach English FAL in grade 6 in their respective schools. Participants were selected because the researcher wanted their views about the strategies that teachers use to teach reading and writing in English FAL in grade 6. The researcher wanted to get more information about the strategies used by teachers in order to address the difficulties in reading and writing.

- Context

Participants were interviewed individually at school A at the principal's office. The principal of school A gave the researcher time and space to interview the participants. A tape recorder was used to record the interviews (interaction) between the researcher and the interviewees. The twelve participants were all tape recorded and the researcher transcribed their responses after the interviews. Interviews were conducted in English and an interpreter was used where two learner participants could not express themselves in English.

Follow-up sessions of about twenty minutes per participant took place to allow participants to verify the data captured by the researcher. The interviewer used handwritten notes to support the recordings. This assisted him with the transcriptions for analysis purposes. Observations were noted during the interviews, especially with regard to non-verbal cues.

- Compilation of interview schedule

According to Vockel (1993) interview schedule is a term that applies to written questions, which the interviewer uses to conduct interviews. The interview schedule was used to collect data from the participants directed to the ten sampled learners (five from school A and five from school B) as well as two grade 6 English FAL educators (one from school A and another one from school B).

In this study, a set of predetermined open-ended questions on an interview schedule were developed to guide the researcher during the interviews, and participants were guided and encouraged to share their experiences and views regarding strategies used by teachers to deal with reading and writing difficulties in English FAL.

The researcher gathered additional data by means of the individual interviews (see Appendix E). The interview schedule served as a guide while at the same being flexible to probe on issues that needed a follow-up.

- Process of Interviewing

The researcher interviewed two teachers (one from school A and another one from school B) and also ten learners (five from school A and five from school B). The researcher summarised the important parts of the interview and thanked the interviewees with a thank note that indicated how he valued their contributions.

Tutty, Rothery and Grinnel (1996:82) stress that “prior to making the decision to stop interviewing, one must go over any information, one has already gathered to see if it is complete, makes sense and legible, audible or visible”. In this study, the researcher asked the participants same questions in slight different ways to ascertain their responses.

3.6.2. Observation

According to Maree (2007) observation is an essential data gathering technique as it holds the possibility of providing us with an insider perspective of the group dynamics and behaviours in different settings. It allows us to hear, see and begin to experience reality as participants do.

As a researcher you learn through personal experience (observation) and reflection (which is part of the interim data analysis) how the setting is socially constructed in terms of power, communication lines, discourse and language.

In this study, I have observed the lesson presentations by teachers i.e. the strategies teachers used to teach reading and writing. Maree (2007) further says that observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. Observation is an everyday activity whereby we use our senses (seeing, hearing, touching, smelling, tasting) - but also our intuition- to gather bits of data. As a qualitative technique, observation is used to enable the researcher to gain a deeper insight and understanding of the phenomenon being observed. In this study, the phenomenon of reading and writing was observed and understood.

There are four types of observation used in qualitative research namely: complete observer, observer as participant, participant as observer and complete participant. Complete observer entails that the researcher is a non-participant observer looking at the situation from a distance. It is the least obtrusive form of observation, but it has the limitation that the researcher does not become immersed in the situation and does not really understand what she or he observes.

Complete participant according to Maree (2007) entails the researcher getting completely immersed in the setting to such an extent that those being observed do not know that they are the subjects of the observation. The fourth type is participant as observer. This type according to Maree (2007) is typically found in action research projects where the researcher becomes part of the research process, and works with the participants in the situation to design and develop intervention strategies.

The researcher becomes a participant in a situation being observed, and may intervene in the dynamics of the situation and even try to alter it. The researcher thus immerses himself or herself in a chosen setting to gain an insider perspective (called an emic perspective) of that setting. In this research study, observer as participant type was preferred. This entails the researcher getting into the situation, but focusing mainly on his or her role as observer in the situation.

The researcher may look for patterns of behaviour in a particular community to understand the assumptions, values and beliefs of the participants, and to make sense of the social dynamics- but the researcher remains uninvolved and does not influence the dynamics of the setting.

Observation was coupled with interviews in this study. Observation helps in the construction of a picture of what transpires during the classroom practices (Henn et al 2006).The researcher personally observed the content taught, teaching strategies used` and the teaching resources. All those were observed in relation to reading and writing. This was done through participant observation. The reason was that the researcher regarded participant observation as appropriate since it helped him not to disturb and distract classroom interactions between the teachers and the learners. The researcher conducted observations of ten learners (five from school A and five from school B) during English FAL lessons. These observations totalled 20 visits ranging in length; the shortest was 45 minutes, and the longest, 1 hour.

- Access

The researcher was given access to observe the process of teaching and learning. The researcher observed six lesson presentations i.e. three in school A and three in school B. teachers and learners cooperated with the researcher and they gave him enough access to observe the whole process of teaching and learning.

- Challenges

The researcher experienced the following challenges when observing the process of teaching and learning i.e. the teacher in school B was sceptical in ensuring that the researcher got what he wanted. The teacher was not approachable and he used derogatory words such as “stupid process” referring to the research study.

- How the challenges were resolved

The researcher met with the teacher concerned and another teacher from school A. He explained the purpose of this research study and also assured the concerned teacher that the findings were not going to be used against him in whatever way. The teacher understood and he then showed a positive attitude moving forward.

3.6.3. Documents

In this study, the researcher went through the learners' class and home- work, tests and assignments and also through the test and examination question papers. Documents helped the researcher to have a clear picture of how learners responded to the tasks given to them by their teacher.

Learners' work gave the researcher a clear picture of their performance in English FAL. Maree (2007) argues that when you use documents as a data gathering technique you will focus on all types of written communications that may shed light on the phenomenon that you are investigating.

- Access

The researcher had access to learners' documents such as class and home- work books, learners' work books, tests and assignments. The researcher also had access to the teachers teaching plans, work schedules, time tables, lesson plans and lesson preparations. Other documents included learners' progress records, text books, readers and oral presentation forms.

The researcher went to grade 6 classes in school A and school B which kept the official records of the ten learners. He looked in each file to learn what he could about the learners 'grades and progress reports, along with the professional assessments and recommendations regarding the learners schooling. The researcher took notes on learners work in class and from some learners work he found in the files, and collected samples of their work where possible.

- Challenges

The researcher experienced the following challenges in terms of documents. Some of the learners' class and homework books were missing. Learners used different text books but for the same grade and some of the learners did not cooperate when it comes to submitting their tests scripts.

- How the challenges were addressed

The researcher had a meeting with the teachers responsible for English First Additional Language in grade 6. The teachers ensured that learners were issued with the prescribed text books and took the text books that were "wrongfully" distributed to the learners. The teachers also made the test scripts available to the researcher and as a result the challenges were resolved.

- Relating with the participants

The researcher had a good relationship with the participants guided by ethical principles. Participants were not coerced and they were also respected. In turn, participants also respected the researcher even though minor understandings (such as reluctant to submit test scripts by some participants) were experienced.

- Criteria for selecting documents

The following criteria were used by the researcher in selecting the documents to be included in this study:

- What kind of documents am I dealing with (primary or secondary source, official or unofficial communication)?
- Is it based on empirical data (based on original research), or is it anecdotal or opinion?
- What was the purpose or intent of the document? Also consider the context in which it was produced.
- What are the main points or arguments put forward and how do these relate to my own study?
- What was the research methodology used in producing the document (if it is empirical)?

3.7. Data analysis

Merriam (1998) outlines different approaches to qualitative research study. Amongst the methods outlined are ethnographic, phenomenological analysis, narrative and contrast comparative approach. In this study, the principal method of data analysis was through Interpretative Phenomenological Analysis (IPA) (Smith and Osborne, 2008). The IPA is a method used for systematic search of themes within data. The following was used when analysing the data:

- *Open coding of data.* This means building a set of themes by looking for patterns and meaning produced in the data, labelling and grouping them in connection with the theoretical framework of the research.
- *Definition of thematic categories.* Themes were defined across the transcribed text by reading through several times. These themes can be in the form of words, sentences or groups of sentences. By reading through the transcript, relevant information will highlighted.
- *Sorting and linking of the materials into categories.* Separate sentences and utterances across the narrative texts were assigned to relevant categories.

In this study, different parts of the narratives were grouped under defined categories. The researcher categorised items and then started to link them together from minor to major categories. The wider picture then started to emerge. Each transcript was treated in the same manner. This was followed by an extended description of what the categories tell about the phenomenon under investigation (Smith and Osborne, 2008).

3.7.1. Reliability /Transferability

Maree (2007) stresses that when we speak of the reliability of an instrument we mean that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. In other words, reliability is the extent to which a measuring instrument is repeatable and consistent. McMillan and Schumacher(1993)stress that reliability is the extent to which independent researchers could discover the same phenomenon and to which there is agreement on the description of the phenomena between the reader and participants.

Qualitative researchers address reliability issues in designing their studies and their data collecting strategies. The researcher made use of more than one method to minimise threat to reliability.

Cohen et al (2002) argue that reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. It is concerned with precision and accuracy features such as height can be measured precisely whilst others cannot.

For the research to be reliable, it must demonstrate that it is to be carried out on a similar group of respondents in similar context, the similar results would be found. In this research study asked the participants the same question in different ways to find out if they would give the same responses.

3.7.2. *Validity / Conformability*

The validity of an instrument according to Maree (2007) refers to the extent to which it measures what it is supposed to measure. In the human sciences this is particularly problematic since instruments need to measure human emotions like anger and motivation. Validity in qualitative research entails:

- Spending extensive time in the field- this entails spending more time studying a particular phenomenon, forming tentative research questions, and continually looking for evidence that either supports or disconfirms those questions.
- Conducting a negative case analysis- this means looking for cases that contradict existing hypotheses, then continually revises my explanation or theory until all cases have been accounted for.

- Using thick description- the situation is described sufficiently rich, “thick” detail that readers can draw their own conclusions from the data presented.
- Seeking feedback from others- this entails seeking the opinion of colleagues in the field to determine whether they agree or disagree that the researcher has made appropriate interpretations and drawn conclusions from the data.
- Respondent validation- this entails taking my conclusions back to the participants in the study and asks quite simply if they agree with the researcher’s conclusions and whether they (conclusions) make sense based on their experiences?

In this study, the researcher created the relationship of trust between the interviewer and interviewee. He prompted the bond of friendship and a feeling of togetherness. The researcher had the desire to know and find out information they would come up with. The success of the interview depended on the behaviour of the interviewers.

Vockel (1998) stresses that validity addresses the question of whether or not a measurement technique is really measuring what it purports to be measuring. An instrument is invalid to the extent that the participants scores are influenced by relevant characteristics rather than the outcomes the statement it is intended to measure.

3.7.3. Ethical clearance

Permission to conduct the study was sought from school principals (see Appendix A) and the University research management team (see Appendix B) and the learners signed consent forms (see Appendix C).

The recruitment of the learners and the teachers who were the main participants in the research was conducted in an open and democratic way. In this study, ethical issues namely: informed consent, confidentiality, respect, anonymity and discontinuance were also observed.

- Informed consent

The principle of informed consent arises from the participant's right to freedom and self-determination. Being free is a condition of living in a democracy, and when restrictions and limitations are placed on that freedom they must be justified and consented to, as in research. (Cohen, Manion, and Morrison, 2007; McMillan and Schumacher, 2001).

Consent thus protects and respects the right of self - determination and places some of the responsibility on the participant should anything go wrong in the research. As part of the right to self-determination, a prospective participant has the right to refuse to take part, or to withdraw once the research has begun.

To comply with the requirements of this principle, all the participants were asked to sign a consent form and the following was done before the form was signed: a clear explanation of the procedures to be followed and their purposes; a description of the attendant discomforts and risks reasonably to be expected; a disclosure of appropriate alternative procedures that might be advantageous to the participants, an offer to answer any inquiries concerning the procedures; an instruction that the person was free to withdraw consent and to discontinue participation in the project at any time without prejudice.

Heining (2004) stresses that in ethical consideration; respondents need to give informed consent to participate. They need to know that their privacy and sensitivity would be protected and the information is going to be recorded. In this study, participants were protected and their responses were treated confidentially.

Furthermore, Schumacher and McMillan (1993) argue that ethics are considered to deal with belief about what is good or bad, right or wrong whereas Tuckman (1992) indicates that the matter of ethics is an important one for educational researchers since their subject of study the learning of human beings and in doing research. In relation to the nature of such research teachers and learners may be hurt, embarrassed or otherwise negatively be affected as they participate in the research.

Leedy and Ormrod (2010) argue that when research involves public documents or records that human beings have previously created-birth certificates, newspaper articles, and so on-such documents and records are generally considered to be fair game for investigation by researchers.

But when people are intentionally recruited for participation in a research study, they should be told the nature of the study to be conducted and given the choice of either participating or not participating. Furthermore, they should be told that, if they agree to participate; they have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary.

- The right to privacy

Leedy and Ormrod (2010) argue that any research study involving human beings should respect participants' rights to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved (unless, of course, the participant has specifically granted permission, in writing, for this to happen).

In this study, the researcher ensured that participants were aware of what was expected from them and that they had the right to withdraw. They were also informed about their rights and also encouraged to voice their concerns in case they had any.

Participants (teachers and learners) agreed to participate voluntarily in the research study and no participant was coerced or forced to participate. Discontinuance is a freedom of a participant to withdraw at any time during the research without penalty (Altermatt, 2011). To ensure discontinuance a consent form included a statement explicitly informing participants that they were free to discontinue the experiment at any time without penalty.

- Confidentiality

Confidentiality means that although researchers know who has provided the information or able to identify participants from the information given, they will in no way make the connection known publicly; the boundaries surrounding the shared secret will be protected (Cohen, Manion, and Morrison, 2007; McMillan and Schumacher, 2006).

To ensure confidentiality, the following were employed: deletion of identifiers, crude report categories and micro-aggregation (that is, the construction of average persons' from data on individuals and the release of these data, rather than data from individuals).

The researcher ensured that the information that was obtained from the participants was treated confidentially. No information was disclosed without the permission of the participants. Participants were also not subjected to any form of disclosure. Every information was kept confidential.

- Respect

The principle of equal respect, demands that we respect the equal worth of all people (Cohen, Manion and Morrison, 2007). This requires us to regard people as free and rational, and to accept that they are entitled to the same basic rights as others. Privacy: this involves a right to control information about oneself, and protects people from unwarranted interference in their affairs.

In evaluation, it requires that procedures are not overtly intrusive and that such evaluation pertains only to those aspects of a teacher's activity that is job related. It also protects the confidentiality of evaluation information. To ensure that the principle was observed the researcher promoted equality, humaneness, client-benefit and respect for autonomy. Participants were respected and their dignity and privacy were also respected. The researcher ensured that participants' views were respected and each and every participant was accorded with the dignity he or she deserved.

- Anonymity

The essence of anonymity is that information provided by participants should in no way reveal their identity (Cohen, Manion and Morrison, 2007; McMillan and Schumacher, 2001, 2006). A participant or subject is therefore considered anonymous when the researcher or another person cannot identify the participant or subject from the information provided. To ensure anonymity, the researcher used expressions like teacher A or learner A in data analysis. The researcher did not use information that directly or indirectly helped identify the participants.

In general, a researcher must keep the nature and quality of participants' performance strictly confidential. For instance, the researcher might give each participant a unique, arbitrary code number and then label any written documents with that number rather than with the person's name. And if a particular person's behaviour is described in depth in the research report, he or she should be given a pseudonym- and other trivial, irrelevant details that might give away the person's identity should be changed-to ensure anonymity. In this study, the researcher ensured that participants were not known to the public and they were informed about this right to enable them to make the right choice.

Schumacher and McMillan (1993) share the same sentiments with other researchers that participants should not be identifiable in certain point. In this study, the researcher informed participants of the right to remain unknown and informed not to indicate their identities. They were also told about the researcher's aim of carrying out the research, their right to refuse to participate or withdraw at anytime without penalty.

- Protection from harm

The researcher made sure that participants were protected from harm. They were not exposed to any danger or risk. Leedy and Ormrod (2010) stress that researchers should not expose research participants to unnecessary physical or psychological harm.

When a study involves human beings, the general rule of thumb is that the risk involved in participating in a study should not be appreciably greater than the normal risks of day-to-day living. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem.

3.8. Conclusion

The chapter explained the research design and identified the study population. It described the sampling method and also the data collection and analysis methods. Data was collected through interviews, observation and documents. Two teachers and ten learners participated in this research study).The next chapter entails the profiles of school A and B and the presentation of data.

CHAPTER FOUR: SCHOOL PROFILES AND DATA ANALYSIS

4.1. Introduction

In this chapter, the profiles of the schools are presented, followed by a presentation of the data analysed. The profiles are compiled looking at the school A and B's general information, pupil profiles, teacher profiles, physical resources, mission statements, development plans, discipline and policies.

4.2. Profiles of the schools

4.2.1. School A

General Information

This is a public school which is located at Greenvalley Trust, Acornhoek in Bohlabela District, Mpumalanga Province and it is referred as a community school. It comprises Grades R to seven. It is located in a rural settlement. Most of the parents work on nearby farms and mines whereas some work in far -away provinces like Gauteng. The school has a fence and there are two security guards who check cars and persons who go in and out of the school yard.

Pupil profile

The total enrolment at the time of the study was one thousand three hundred and thirty four. The majority of learners in this school wear uniform. School uniform is compulsory to all learners.

Table 4.2.1.1. Profiles of learner participants (School A)

Learner code	Gender	Age	First time/ repeating the grade
L1SCLA	Female	11	First time
L2SCLA	Male	10	First time
L3SCLA	Female	11	Repeating
L4SCLA	Female	11	First time
L5SCLA	Male	10	First time

Teacher profile

The school has 46 teachers: 26 female and 20 male. The majority of teachers speak Sepedi and they live at Acornhoek. Only two hold Bachelor of Arts (BA) Degrees, whereas 4 have Advanced Certificate in Education (ACE) and the remaining twenty hold (Primary Teachers Diploma) PTDs.

Table 4.2.1.2. Profile of teacher participant

School name	Name of teacher	Age	Qualifications	Experience
A	T1SCLA	52	PTC ACE	22 years

Physical resources

The school is under-resourced. There is lack of furniture as four learners are expected to share a desk which was originally meant for two. The physical facilities in the school are dilapidated. There is a sports ground which is meant for soccer.

The ground is not well maintained. The school administration office has broken windows and some of the windows are not burglar proofed. There are separate pit toilets for males and females.

The school has a huge water shortage. There is no bore-hole and the school goes without water for days. Some of the windows in the classrooms have been damaged. There is no telephone in the school. To solve this problem, the school relies on the principal's cellular phone. There is no laboratory. The school has an old storeroom that is used as a library. It is full of old text books and few library books. There are no computers in the school.

Mission statement

The school has a mission statement. The mission statement of school A is to provide quality education through the inclusion of all stakeholders and role players in the community. Stakeholders are encouraged to participate in all school programmes.

Discipline

According to the researcher's observation there is no discipline in the school. Some of the learners arrive late for class whereas some do not respect their teachers. The attendance of classes on Fridays is poor. Most of the girls do not come to school because they collect their children grants mostly on Fridays and as a result they miss lessons. Discipline amongst the pupils is a cause for concern.

Policies

The school has no language, discipline and finance policies. There are only two policies, namely, school uniform and also a policy on learners code of conduct. Policies have been designed in English.

4.2.2. School B

General Information

It is also located at Greenvalley Trust, Acornhoek, and Bohlabela District in Mpumalanga Province. It comprises Grades R through seven. It has a good fence and animals are unable to get into the school yard. The school has four security guards. Two security guards work during the day and the other two work during the night. There are four general workers who work in the school yard to look after the yard.

Pupil profile

The total enrolment at school at the time of the study was seven hundred and thirty four. This is also a public school. The majority of learners in the school also wear uniforms.

Table 4.1.2.3. Profiles of learner participants (School B)

Learner code	Gender	Age	First time/repeating the grade
L1SCLB	Male	10	First time
L2SCLB	Female	12	Repeating
L3SCLB	Female	11	First time
L4SCLB	Male	10	First time
L5SCLB	Female	10	First time

Teacher profile

The school has 26 teachers: 18 female and 8 male. 10 teachers hold ACE. The highest qualified teacher holds a Bachelor of Education Honors' (B Ed Hons) Degree from the University of Limpopo(UL).

Table 4.1.2.4. Profile of the teacher participant (School B)

School name	Name of teacher	Age	Qualifications	Experience
B	T1SCLB	48	HDE BEd Hons	26 years

Physical resources and facilities

In terms of facilities, school B is well equipped as compared to school A. School B is a state school whereas school A is referred to as a community school. There is a water bore hole and the school has good facilities such as sports grounds for soccer and netball and also a library and a laboratory.

The school has a well-built administration office and there are facilities like computers, lap-tops, photocopying machines, a fax machine and a direct telephone line. There are flushing toilets for males and females. The school is well looked after by state paid general workers who have been employed to look after the school yard and facilities.

Mission statement

School B also has a mission statement. The mission statement of the school reads as follows “ Working together to provide better education to our children by ensuring that all the role players unite and focus on achieving the set goals”.

Discipline

There is good discipline in the school. It is rare to find learners outside during lessons. Learners are always in class and there is order and stability in the school.

Policies

The school has policies on issues such as discipline, code of conduct for pupils, code of conduct for learners, language, school uniform, late coming, home -work, staff development and finance.

General

From the two profiles above, it is evident that school A and school B are different in terms of resources and facilities. This is attributed to the fact that school A is commonly referred to as a community school whereas school B is a state school. Community schools rely on funding from good Samaritans (such as local business people and individual donors) whereas state schools received funding from the state.

The difference between the two schools has a direct impact on the issues of reading and writing. In School A, learners have no library and no access to resources such as the internet whereas in School B, learners have resources such as the library and internet.

4.3. Presentation of data

Data were analysed by looking at the responses of each participant interviewed in schools A and B. The responses of both schools have been outlined in Tables 4.3.1 and Table 4.3.2. As indicated above, a total number of twelve interviews were conducted at Greenvally Trust, Acornhoek. The length of the interviews was on average fifteen minutes. This resulted in the length of the interview transcripts to be four pages per transcript. Therefore, due to the length of the transcripts, it was not possible to include all of them in the document. I chose one transcript as an example of the data which the researcher worked with in this study (See Appendix E). In this study; data collected through interviews were classified into categories generated from the research questions of the study.

4.3.1. Responses of the participants in school A

THEMES	STAKEHOLDERS					
	T1SCLA	L1SCLA	L2SCLA	L3SCLA	L4SCLA	L5SCLA
Difficulties in reading and writing	<p>Q1: Do learners have difficulties in reading and writing?</p> <p>A: Yes, they do. Some of them cannot even pronounce and spell words correctly.</p> <p>Q2: What kind of difficulties do they have?</p> <p>A: They cannot pronounce and spell words correctly</p>	<p>Q1: Do you have difficulties in reading and writing?</p> <p>A: Yes, we do</p> <p>Q2: What kind of difficulties do you have?</p> <p>A: We cannot pronounce words correctly.</p>	<p>Q1: Do you have difficulties in reading and writing?</p> <p>A: Yes, we do have difficulties in reading and writing.</p> <p>Q2: What kind of difficulties do you have?</p> <p>A: I cannot spell words correctly.</p>	<p>Q1: Do you have difficulties in reading and writing?</p> <p>A: Yes, we do. We cannot pronounce and spell words correctly.</p> <p>Q2: What kind of difficulties do you have?</p> <p>A: We cannot pronounce words and punctuate correctly.</p>	<p>Q1: Do you have difficulties in reading and writing?</p> <p>A: Of course we do. We cannot read and write well and this is a problem.</p> <p>Q2: What kind of difficulties do you have?</p> <p>A: I cannot spell words correctly.</p>	<p>Q1: Do you have difficulties in reading and writing?</p> <p>A: I do. I struggle to read and write and this affects my performance more especially in English.</p> <p>Q2: What kind of difficulties do you have?</p> <p>A: I cannot read well because of how I pronounce and spell words.</p>

THEMES	T1SCLA	L1SCLA	L2SCLA	L3SCLA	L4SCLA	L5SCLA
<p>Strategies that teachers use to improve reading and writing</p>	<p>Q1: Are there strategies that you use to improve reading and writing?</p> <p>A: Yes, we there are.</p> <p>Q2: What strategies do you use to improve reading and writing?</p> <p>A: We use reading aloud, group work, repetition, remedial and also give learners more reading and writing activities.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, there are strategies.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They just give us more reading and writing activities but according to me that is not enough.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They tell us to stand up and we read individually.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, there are.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They use repetition. We are made to repeat what we have read and they give us more written activities.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, there are.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They give us dictation to improve spelling and we repeat what we read.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, there are.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They ask us to spell words, to punctuate and to read individually and as a group.</p>

THEMES	T1SCLA	L1SCLA	L2SCLA	L3SCLA	L4SCLA	L5SCLA
Constraints in dealing with reading and writing	<p>Q1: Are there constraints that you encounter in dealing with reading and writing?</p> <p>A: Yes, there are constraints.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Learners are not committed. There is shortage of resources such as reading books.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What constraints do you encounter?</p> <p>A: We do not have reading books</p>	<p>Q1: Are there constraints that you in improving reading and writing?</p> <p>A: Yes.</p> <p>Q2: What constraints do you encounter?</p> <p>A: There is no library at this school and we cannot read and write well.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes, there are constraints.</p> <p>Q2: What constraints do you encounter?</p> <p>A: We have no resources.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes they are there.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Teachers are not teaching us effectively and personally I do not understand my teacher when he teaches.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What constraints do you encounter?</p> <p>A: We have no resources such as the library and the laboratory.</p>

THEMES	T1SCLA	L1SCLA	L2SCLA	L3SCLA	L4SCLA	L5SCLA
<p>Dealing with the constraints</p>	<p>Q: How do you deal with the constraints?</p> <p>A: We do our best to motivate learners to read and write and we liaise with the SMT to ensure that there are enough resources such as dictionaries and reading books in the school.</p>	<p>Q: How do you deal with the constraints?</p> <p>A: They encourage us to be serious and to ensure that we have our own dictionaries.</p>	<p>Q: How do you deal with the constraints?</p> <p>A: They always motivate us to focus on our studies.</p>	<p>Q: How do you deal with the constraints?</p> <p>A: They tell us to be serious and to ask for books from our parents.</p>	<p>Q: How do you deal with the constraints?</p> <p>A: They motivate us to read all the time and to do more writing activities and to ask for donation from local book shops.</p>	<p>Q: How do you deal with the constraints?</p> <p>A: They motivate us to work very hard in order to be able to read and write well.</p>

4.3.2. Responses of the participants in school B

THEMES		STAKEHOLDERS					
Difficulties in reading and writing	in and	T1SCLB	L1SCLB	L2SCLB	L3SCLB	L4SCLB	L5SCLB
		Q1: Do learners have difficulties in reading and writing?	Q1: Do you have difficulties in reading and writing?	Q1: Do you have difficulties in reading and writing?	Q1: Do you have difficulties in reading and writing?	Q1: Do you have difficulties in reading and writing?	Q1: Do you have difficulties in reading and writing?
		A: Yes, they do.	A: Yes, we do.	A: Yes, I do.	A: Yes, we do.	A: Yes, we do.	A: Yes, we do.
Q2: What kind of difficulties do they have?	Q2: What kind of difficulties do you have?	Q2: What kind of difficulties do you have?	Q2: What kind of difficulties do you have?	Q2: What kind of difficulties do you have?	Q2: What kind of difficulties do you have?		
A: They cannot punctuate correctly. They cannot spell and pronounce words correctly. They write the wrong tenses and prepositions.	A: We cannot write and spell words correctly.	A: I cannot punctuate and spell words correctly. Tense is also a major problem.	A: We cannot not pronounce and spell words correctly.	A: We cannot pronounce words correctly. Spelling is also a problem	A: I cannot use the tenses correctly and pronunciation is a problem to.		

THEMES	T1SCLB	L1SCLB	L2SCLB	L3SCLB	L4SCLB	L5SCLB
<p>Strategies that teachers use to improve reading and writing</p>	<p>Q1: Are there strategies that you use to improve reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What are the strategies that you use to improve reading and writing?</p> <p>A: Yes use repetitions. We teach them tenses. We give them more reading and writing exercises and we also use group work.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, they are there</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They drill us words. They do dictation and they make us repeat what we read.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They give us short sentences to write. They make us repeat words and they do dictation.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They group us and make us read and repeat what we are reading. They also give us more written work and dictation.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They give us more written activities and they give us passages to read and they also use dictation.</p>	<p>Q1: Are there strategies that teachers use to improve reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What strategies do teachers use to improve reading and writing?</p> <p>A: They encourage us to read and to construct sentences.</p>

THEMES	T1SCLB	L1SCLB	L2SCLB	L3SCLB	L4SCLB	L4SCLB
<p>Constraints in dealing with reading and writing</p>	<p>Q1: Are there constraints that you encounter in dealing with reading and writing?</p> <p>A: Yes, they are there.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Our learners are not committed and they are lazy to read.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes.</p> <p>Q2: What constraints do you encounter?</p> <p>A: We are not committed to our studies and we sometimes bunk lessons.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes there are constraints.</p> <p>Q2: What constraints do you encounter?</p> <p>A: They struggle to teach because some of the learners are not committed.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Learners low level of understanding concepts</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Lack of commitment from the learners.</p>	<p>Q1: Are there constraints that you encounter in improving reading and writing?</p> <p>A: Yes there are constraints.</p> <p>Q2: What constraints do you encounter?</p> <p>A: Learners are lazy to do school work.</p>

THEMES	T1SCLB	L1SCLB	L2SCLB	L3SCLB	L4SCLB	L5SCLB
Dealing with the constraints	<p>Q1: How do you deal with the constraints?</p> <p>A: We encourage learners to focus on their studies and to do more reading and writing activities.</p>	<p>Q1: How do you deal with the constraints?</p> <p>A: They reprimand us and also encourage us to work very hard.</p>	<p>Q1: How do you deal with the constraints?</p> <p>A: They motivate us to focus on our studies and stop playing.</p>	<p>Q1: How do you deal with the constraints?</p> <p>A: They motivate us to be committed to our work and to make sure that we do more reading and writing activities.</p>	<p>Q1: How do you deal with the constraints?</p> <p>A: They encourage us to read and write and not to lose focus.</p>	<p>Q1: How do you deal with the constraints?</p> <p>A: They encourage us to be committed to our school work.</p>

4.4. Discussion of responses

4.4.1. Difficulties in reading and writing

In school A, the teacher indicates that learners have difficulties and “*some of them cannot even pronounce and spell words correctly*”. His sentiments are shared by the five learner participants. L1SCLA 1 indicates that “*yes we have difficulties in reading and writing*” whereas L2SCLA says that “*yes we do have difficulties in reading and writing*”. L3SCLA stresses that they “*cannot pronounce and spell words correctly*” whereas L4SCLA indicates that learners had difficulties in reading and writing as “*we cannot read and write well and this is a problem*”. L5SCLA says that “*I do have difficulties in reading and writing. I struggle to read and write and this affects my performance especially in English*”.

In school A, all five learner participants agreed that they have difficulties in reading and writing. The reason for their response might either be true or due to some other reasons. For all of them to indicate that they have difficulties in reading and writing might be true whereas some may not be telling the truth. Some may say that they have difficulties in reading and writing because their mates are saying so. Some might say that they have difficulties in reading and writing because they are not committed to their school work instead of being lazy.

Engaging learners in more reading and writing activities might reveal the truth in terms of learners' difficulties in reading and writing because it will give them ample time to share their knowledge and skills with their mates and their teacher. In school B, the teacher also indicates that learners have difficulties and the five learner participants in her school also agree they have difficulties in reading and writing.

T1SCLA stresses that learners have difficulties because *“they cannot pronounce and spell words correctly”*. In school B, the teacher also indicates that learners have difficulties and the five learner participants in her school also agree they have difficulties in reading and writing.

The teacher in school A stresses that learners have difficulties because *“they cannot pronounce and spell words correctly”*. L1SCLA stresses that they *“cannot pronounce words correctly”* whereas L2SCLA argues that she *“cannot spell words correctly”*. L3SCLA indicates that they *“cannot pronounce and punctuate correctly”* whereas L4SCLA indicates that he *“cannot spell words correctly”* and L5SCLA argues that she *“cannot read well because of how I pronounce and spell words”*.

In school B, the teacher argues that learners *“cannot punctuate correctly. They cannot spell and pronounce words correctly. They write the wrong tenses and prepositions”*. Learners in school B also stress that they have difficulties in reading and writing. L1SCLB stresses that they *“cannot write and spell words correctly”* whereas L2SCLB argues that he *“cannot punctuate and spell words correctly. Tense is also a major problem”*. L4SCLB argues that they *“cannot pronounce words correctly. Spelling is also a problem”* and L5SCLB stresses that he *“cannot use the tenses correctly and pronunciation is a problem too”*.

The teachers in school A and B agree that learners have difficulties in reading and writing. This might be true based on the teachers' responses. However, the teachers might also not be willing to reveal the real difficulties learners are experiencing with regard to reading and writing due to the fact that they might be regarded as “bad teachers” who are not “competent enough” to teach the learners effectively.

From the above responses it is clear that learners have difficulties in reading and writing. In both school A and B, teacher and learner participants indicate that the latter have difficulties in reading and writing.

The common difficulties are spelling, punctuation, pronunciation and tense. Learners cannot spell the words correctly and they cannot punctuate correctly. Learners cannot pronounce words and they also have difficulties in using the correct tenses.

4.4.2. *Strategies that teachers use to improve reading and writing*

In school A, the teacher indicates that there are strategies that he uses in to improve reading and writing. Learners too stress that there are strategies that the teacher uses to improve reading and writing. In school B, the teacher and the five learner participants also agree that there are strategies that are used by the teacher to improve reading and writing.

The teacher, in school A concurred with his learners that there are strategies to improve reading and writing. The fact that learners indicate that they have difficulties in reading and writing, it is either that the strategies are not effective and not good enough or the learners are not responding well to the strategies used by the teacher to improve reading and writing. What is interesting is that the teacher and the learners agree that strategies of improving reading and writing are there.

The question now is: Why are learners still having difficulties in reading and writing? This might be attributed to the fact that the strategies are weak and not yielding good fruits or there are other reasons why learners are not responding to the strategies i.e. reasons such as lack of commitment and lack of discipline. Teachers can have the best strategies in the world. However, it is imperative to ensure that learners are committed to their work and they are disciplined in order to ensure that there is effective teaching and learning.

In school A, the teacher says that they *“use reading aloud, group work, repetition, remedial and also give learners more reading and writing activities”*. L1SCLA stresses that *“they give us more reading and writing activities but according to me that is not enough”* and L2SCLA argues that *“they tell us to stand up and we read individually”*.

From the above responses it is evident that teachers do have strategies to improve reading and writing. In school A, the teacher uses strategies such as reading aloud, group work, and repetition, remedial and also give learners more reading and writing activities. Group work is a strategy that allows learners to share ideas and to assist one another. It is a learner centred strategy and according to Nash (2009) learner centred strategies allow high learner participation and the learners would determine the progress of their learning according to how they understand.

In order for learners to be able to read and write, they need to be given time to work on their own. Group work gives an opportunity to the more gifted learners to assist the less gifted learners and Jacobs et al (2011) stresses that learner centred strategies are those that favour self-activity like the discussion, problem solving and cooperative learning methods.

They should share ideas with their peers and also do reading and writing activities on their own, in school B, the teacher uses repetition and teach the learners tenses, she give learners more reading and writing exercises and also group work. The group work strategy is used in both school A and B. In order for group work to be effective, the teacher should also be active i.e. monitoring learners as they discuss and share ideas. Wessels (2007) argues that group work teaching strategy requires the teacher to be active and be involved all the time. It is essential that the teacher moves around and listens to the discussion of the various groups. In order for learner in school A and B to be work effectively in groups, teachers should ensure that they are actively involved by listening to what the learners are saying and what they are doing and also assisting where necessary.

In school A, learners stress that the teacher uses strategies such as giving them more reading and writing activities, telling them to stand up and they read individually, making use of repetitions as they are made to repeat what they are reading. They are also given dictation in order to improve spelling and they are also asked to spell words, to punctuate and to read individually and as a group. It is imperative to encourage learners to read and write and to give them more reading and writing activities. This will ensure that they improve their performance.

Menyuk and Brisk (2005:201) argue that “learners’ language knowledge and understanding play a crucial role in how learners perform in school and how well they learn”. Learners and teachers in both school A and B agree that there are strategies that are used to improve reading and writing. The fact that learners still have difficulties in reading and writing raises the following questions: Are the strategies used by teachers to improve reading and writing effective? Why are learners still having difficulties in reading and Writing?

In school B, learners argue that teacher makes them drill words and they do dictation and they make them repeat what they read. They are also grouped and they are given more reading and writing activities. Most of the learner participants in school B indicate that the teacher uses dictation and she gives them more reading and writing activities.

The group work strategy is also used in school B and according to Jacobs et al (2004) group work allows high learner participation and the learners determine the progress of their learning according to how they understand. Group work does not require a teacher who is less active because learners may take advantage of the teacher’s inactiveness and not do what they are supposed to do.

This means that choral drilling is good. However, it should not be done repeatedly. In terms of the strategies used in school A, group work and repetition are the mostly used ones. Group work is good more especially when all the group members are participating actively in the group activity. However, if some of the members are passive and not participating, group work might prove to be the weakest link. Some of the learners might not respond to group work either because they are shy or they lack self-confidence whereas some may be less committed and as a result, they might end up having difficulties in reading and writing even though the teacher is doing his best to teach reading and writing effectively.

4.4.3. Constraints in dealing with reading and writing.

In both school A and B, the teachers and the learners agree that there are constraints in dealing with reading and writing. In school A, the teacher argues that *“learners are not committed. There is shortage of resources such as reading books”* whereas in school B, the teacher stresses that their *“learners are not committed and they are lazy to read”*. Both teachers claim that learners have reading and writing difficulties because they are not committed to their school work.

In both school A and B, the teachers claim that learners are not committed to their work. This might be true as most of the learner participants also alluded to the fact that they are lazy and not committed to their work. The teachers might also be shifting blame to the learners whilst the problem is not only about lack of commitment and laziness. There might be other reasons such as using ineffective strategies. In school A, L1SCLA says claims that they *“do not have reading books”* whereas L2SCLA argues that *“there is no library at this school and we cannot read and write well”*.

L3SCLA claims that they have no resources whereas L4SCLA argues that *“teachers are not teaching us effectively and personally I do not understand my teacher when he teaches”*. L5SCLA claims that they have no resources such as the library and the laboratory.

In school B, L1SCLB 1 indicates that they are not committed to their studies and they sometimes bunk lessons. L2SCLB claims that teachers *“struggle to teach because some of the learners are not committed”* and L3SCLB claims that learners have *“low level of understanding concepts”*. L4SCLB argues that the constraints are lack of commitment from the learners and L5SCLB says that *“learners are lazy to do school work”*.

Lack of commitment has been cited by teachers and learners as one of the constraints in dealing with reading and writing. When learners are not committed, they do not do school work whereas some bunk lessons. Teachers find it difficult to work with learners who are not committed to their studies. It is therefore imperative to ensure that learners are committed to their work and that learners focus on their studies in order to improve reading and writing.

Lack or shortage of resources has also been cited as a constraint. In school A, there is no library and laboratory. Learners in school A only have an old room that is full of old textbooks. They do not have access to the internet and there are no reading resources such as fiction and non-fiction books and also reference books. A library will give learners the opportunity to read different kinds of reading sources such as story books, journals, newspapers and magazines.

School B is fully resourced. However, most of the learner participants in the school indicated that laziness and lack of commitment are the two main constraints in improving reading and writing in the school. The school has a library but learners do not borrow books.

They do not borrow books and they are not committed to their school work. They have access to the internet but they do not bother to visit the library. The reason why they don't bother to visit the library might be that they are not motivated to read and write and no one is encouraging them to make use of the library. It might also be true that they are not committed to their school work and they do not see the importance of visiting the library.

4.4.4. *Dealing with the constraints*

The teacher in school A says they do their best *“to motivate learners to read and write and liaise with the SMT to ensure that there are enough resources such as dictionaries and reading books in the school.* According to him the constraints of dealing with reading and writing entails the shortage of reading books and dictionaries. Learners have reading and writing difficulties and he finds it hard to address the problem because of the shortage of reading books and dictionaries.

In dealing with the constraints in school A, the teacher claims that he is liaising with the school management team to ensure that resources such as dictionaries and reading books are available. The fact that the teacher wrote a letter to the school management team which was seen by the researcher might be indeed true that the teacher is doing his best to ensure that resources such as dictionaries and reading books are available in the school.

In school B, the teacher stresses that she *“encourages learners to focus on their studies and do more reading and writing activities”.* She argues that in dealing with the constraints of reading and writing, learners are encouraged to do more reading and writing activities. By engaging learners in more reading and writing activities, the teacher believes that they will end up mastering how to read and write. She believes that learners should be exposed to reading at an early age in order for them to master reading and writing skills.

Gove and Cvelich (2010) stress that children who fail to learn to read in the first few grades of school are handicapped in later grades as they must absorb increasing amounts of instructional content in print form. Poor readers cannot develop proper writing skills and become self-guided learners in other subject areas.

In school A, L1SCLA stresses that teachers “encourage *us to be serious and to ensure that we have our own dictionaries*” whereas L2SCLA argues that “*they always motivate us to focus on our studies*”. L3SCLA stresses that “*they tell us to be serious and ask for books from our parents*”. L4SCLA claims that they “*motivate us to read all the time and to do more writing activities and to ask for donation from local book shops*”. L5SCLA argues that “*they motivate us to work very hard in order to be able to read and write well*”.

Learners in school A believe that in dealing with the constraints of reading and writing, the teacher motivates them to read and write. He always encourages them to buy dictionaries and to focus on their studies. Learners are motivated to read all the time and to work very hard so that they can be able to read and write.

The teacher is encouraging learners to read and write all the time in order to improve their reading and writing skills. Wessels (2007) stresses that educators should have the ability to prepare and use activities which will give learners opportunities to understand and use grammatical knowledge, as well as improve their language proficiency. In dealing with the constraints of reading and writing, the teacher in school A is ensuring that learners are given more reading and writing activities. This will ensure that they improve their language proficiency. When learners keep on reading, they end up mastering and gaining knowledge of what they are reading about.

All learner participants in school A stress that the teacher motivates them to read all the time and to work very hard. This might be true because all of them share the same sentiments or unless they have other reasons such as trying to impress the researcher by not telling the truth. Some of the learners might not be telling the truth but just repeating what their mates are saying in order to be in the teacher's "good books".

In school B, L1SCLB argues that teachers "*reprimand us and also encourage us to work very hard*". L2SCLB stresses that "*they motivate us to focus on our studies and stop playing*" and L3SCLB says that "*they motivate us to be committed to our work and to make sure that we do more reading and writing activities*". L4SCLB argues that "*they encourage us to read and write and not lose focus*" whereas L5SCLB indicates that "*they encourage us to be committed to our school work*". In dealing with the constraints in school B, learners believe that their teacher encourages them to work very hard and to ensure that they do more reading and writing activities. This strategy (doing more reading and writing activities) is also practiced in school A. Both teachers believe that giving learners more reading and writing activities will improve their reading and writing difficulties because learners will be exposed to reading all the time and also writing regularly.

Teachers are doing their best to ensure that learners read and write well and according to What's Up Teach (2013) the teacher is the key to a child's success to read and write. A major consensus of research is that the ability of teachers to deliver good teaching instruction is the most powerful factor in determining how well children learn to read and write". In this study, the teachers in school A and B are doing their best to ensure that learners are able to read and write. Learners in school B also believe that in dealing with the constraints of reading and writing, the teacher encourages them to work hard and motivates them to focus on their studies. It is imperative to ensure that learners focus on their studies.

This entails ensuring that they are committed to their work and they comply with their teacher when she gives them work to do. Some of the learners experience difficulties in reading and writing because they are lazy to read and write and also not committed to their work. Learners should know why they should read and write and this will help them to understand the importance of acquiring reading and writing skills.

Warren (2013) argues that what is the point of reading and writing anything if you don't know why you are doing it? We aim to provide children with a clear purpose of all reading, and especially writing tasks". In order for the learners to master the skills of reading and writing, they should know the purpose of reading and writing activities. This will motivate and encourage them to be committed to their work. They will also read with understanding.

4.5. Conclusion

In chapter four, the profiles of school A and school B were presented followed by a presentation of the data analysed. School A is a community school whereas school B is a state school. There are differences between the two schools in terms of resources and infrastructure. School A has dilapidated buildings and it is under-resourced whereas school B is well resourced. The data analysed give a clear picture of how teachers deal with the reading and writing. It indicates the strategies that they use and the constraints they encounter and also how they deal with the constraints in order to improve reading and writing.

Teachers and learners in school A and B accept that learners have difficulties in reading and writing. In school A, the teacher argues that learners cannot spell and pronounce words whereas in school B, the teacher stresses that learners cannot punctuate, pronounce and spell words correctly.

Learners in school A argue that they cannot pronounce words, cannot spell words and they cannot punctuate correctly. In school B, learners cannot write and spell words correctly, they cannot punctuate and pronounce words correctly and they cannot use the tenses correctly. The strategies that are used by the teacher in school A are to ensure that learners read aloud, group work, repetition and remedial and also ensuring that learners are given more reading and writing activities.

The teacher in school B also uses repetition, and she teaches the learners tenses and gives them more reading and writing activities and also group work. Both teachers (school A and B) agree that there are constraints of addressing learners reading and writing. In school A, the teacher argues that learners are not committed and there is shortage of resources such as reading books whereas in school B, the teacher stresses that her learners are not committed to their school work. The next chapter will be a discussion of results and recommendations.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

5.1. Introduction

The purpose of this study was to provide information which will contribute towards strategies of improving reading and writing. This chapter will discuss the findings, conclusions and also give recommendations based on the findings of the study. This study has revealed several issues on the strategies that teachers use to improve reading and writing. However, this study has limitations and they are as follows:

5.2. Limitations of the study

In this study, only two schools were selected. Both schools are found in Bohlabela District in Mpumalanga Province. Both are primary schools. Due to time constraints the researcher did not interview all the learners in school A and B. Some of the meetings which the researcher had intended were postponed.

5.3. Generalisation of the study

As I have indicated earlier, this study focused on only two schools. Both schools are located in the Acornhoek area. It is therefore imperative to indicate that the findings of this study should not be generalised to all schools in the Acornhoek area.

5.4. Summary of findings

Table 5.4.1. *Summary of Findings*

Findings	Authors from Literature Review	What they say regarding my findings
Group work requires an active teacher and helps learners to work together and to encourage each other to read and write	Shuter and Shooter (2005)	Group work teaching strategy requires the teacher to be active and be involved all the time
Teachers play a role in the success of the learners	Whats Up Teach, Department of Education (2013)	The teacher is the key to a child's success to read and write.
Learners learn best when they are actively involved in the learning process	Nash (2009)	Learner centred strategies allow high learner participation and the learners would determine the progress of their learning according to how they understand
Learners dominate the process of learning in order to master reading and writing skills	Jacobs et al (2011)	Learner centred strategies are those that favour self- activity like the discussion, and cooperative learning

In this section of the study, the findings are presented in a thematic form. The themes are difficulties in reading and writing, strategies that teachers use to improve reading and writing, constraints in dealing with reading and writing and dealing with the constraints.

5.4.2. *Difficulties in reading and writing*

In responding to the question about difficulties in reading and writing during the interview, the majority of participants (learners) indicated that they have difficulties in reading and writing. Teachers from school A and B also agreed that learners have difficulties in reading and writing.

During the interview, the researcher found that learners have difficulties such as pronunciation, punctuation and spelling. Learners also indicated that they cannot pronounce words, spell words correctly and cannot read and write well because of difficulties in pronouncing and spelling words.

The researcher also found (through exercise books that learners use for class work) that learners write wrong tenses and use wrong prepositions. The major difficulties are punctuation, pronunciation, spelling mistakes and using the wrong tenses. These are difficulties that learners experience in reading and writing.

5.4.3. *Strategies that teachers use to improve reading and writing*

In all the lessons attended by the researcher in school A, the teacher used reading aloud, group work, and repetition, remedial and also gave learners more reading and writing activities.

Learners also agreed with the teacher that they are given more reading and writing activities, told to stand up and read, the teacher used repetition and they are made to repeat what they read. They are also asked to spell words, punctuate and read individually and as a group.

The researcher also observed that in school B, the teacher uses repetition and she teaches them tenses, gives them more reading and writing exercises and she encourages learners to use group work. Group work is also used by the teacher in school A. He encourages learners to mingle. Share ideas and discussion exercises and tasks. I also found that learners are given more reading and writing activities, given dictation exercises to learn how to spell words and also asked to spell and punctuate words and to read individually and as group. When going through the documents of the learners such as class and home work books, tests and assignments, there is evidence that learners are given more written activities and the focus is on teaching learners spelling, punctuation and also using the correct tenses.

Even though the teacher in school A and B claim to use repetition, in four of the lesson presentations attended by the researcher, repetition was not done. In school A, I observed two lesson presentations and learners did not repeat what they were learning or reading about.

The same applies to school B, the teacher too did not repeat even a single of the lessons that she had earlier presented. This gives me the impression that teachers do not always tell truth because they claim to repeat what they teach but as I have indicated, in all the lessons I have observed repetition was not done.

5.4.4. *Constraints in dealing with reading and writing*

The researcher found that there are constraints in dealing with reading and writing. The teacher found that in school A, learners arrive at school late, some bunk lessons whereas some disrespect the teachers and as a result, they are not committed to their school work. The teacher stressed that learners are not committed to their work and during my visit in the school, I found that some arrived at school after the second break whereas I saw a group of boys sitting behind boys' toilets.

This is part of the constraints in dealing with reading and writing because learners bunk lessons and teachers end up teaching fewer learners. I also found that the school has no library and laboratory and as a result, learners do not have access to different types of sources such as fiction and non-fiction books, the internet, journals, story books and reference books. Instead, they share few old text books for reading purposes.

This is also part of the constraints because in order for learners to be able to read and write, they should be exposed to reading material. The researcher also found that in school B, even though the school is well-resourced, most of the learners are also not committed and they are lazy to read. The library records show that learners do not borrow books even though they are encouraged to do so by their teachers. I visited the school library and requested for permission to go through the book that is used to record the names of learners who borrow books from the library. To my surprise and dismay, I found that only six books were borrowed between March and May. This means that in a period of three months, only three books were read.

I also found that most of the learners did not even use the library. The researcher spent four days in the afternoon in the school library and during my stay, I only saw two learners making use of the library. The librarian also agreed with the teacher that learners are lazy to read and not committed to their school work.

School B is well resourced and the library has different types of reading materials such as fiction and non-fiction books, dictionaries and other reference books, journals and encyclopaedias and access to the internet. However, learners are not making use of the school library.

Lack of commitment and laziness are two of the primary constraints in dealing with reading and writing. Learners in school B also concurred with their teacher that they are not committed to their work and they are lazy to read and write. Some of the learners also bunk lessons and as a result the teacher finds it hard to teach reading and writing effectively.

5.4.5. *Dealing with the constraints*

In dealing with the constraints, the researcher found that learners are given more reading and writing activities. When I observed the work done by the teachers in both schools (A and B) I found that learners have more written tasks. Teachers gave learners more written work based on dictation, tenses, punctuation and word order. I observed four reading lessons (two in school A and two in school B) and learners were given reading exercises. The teachers focused on pronunciation and punctuation.

The researcher also found that the teacher in school A liaised with the school management team to ensure that there are enough resources such as dictionaries and reading books in the school. The teacher showed me a letter he wrote to the school management team requesting for assistance in the form of dictionaries and reading books.

During the time when the study was conducted, the school management team had not yet responded to the letter by the teacher. Lack of commitment is one of the constraints in dealing with reading and writing. The researcher found that in both school A and B, learners are not committed to their work. They bunk classes whereas others do not submit school work.

During my visit in school A, a motivational speaker was invited to motivate learners to be serious about their school work and he spoke at length with the learners about the need to read and write and to focus on their studies. He told children to stay away from drugs and alcohol and to ensure that they respect their teachers. He warned learners about the dangers of doing drugs and alcohol. He spoke about the need for learners to be disciplined all the time.

Hill and Hill (1994:46) stress effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experience as well to discourage misconduct. This means that in order to have effective teaching of reading and writing, there is a need for learners to be disciplined so that there can be a conducive climate for teaching and learning.

Mabeba and Prinsloo (2000) argue that school discipline has to ensure that the safety of staff and students create an environment conducive to learning. Serious student misconduct involving violent or criminal behaviour defeats their goals and often makes headlines in the process however; the commonest discipline problem involves non- criminal students' behaviour. There, less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. This means that in order to have effective teaching and learning in the school, there should be a conducive climate for teaching and learning and learners should refrain from doing criminal activities and not adhering to school rules.

Learners also agree that teachers encourage them to be serious about their school work. In order for them to be able to read and write effectively, constraints such as laziness, lack of commitment and shortage of resources should be addressed. Learners are also encouraged to have dictionaries and this will help as a remedy of addressing spelling and the meanings of words.

In dealing with the constraints in school B, the researcher found that the teacher encourages learners to focus on their studies and to do more reading and writing activities. During my visit at the school, the teacher reprimanded learners for being lazy and motivated them to work hard in order to be able to read and write.

She also invited me to a motivational session whereby two parents were invited to address the children. The two parents spoke about the need for learners to focus on their studies and to ensure that they don't do drugs and sex. One of the parents warned the learners about the dangers of using drugs. Deboo (2007) argues that when a person becomes addicted to something, the body gets used to it. Addicts have to take more of a drug to feel the effects or just to feel normal.

Drugs can change the way the brain and body work. Furthermore, drugs can have harmful side effects. For example, cocaine speeds up the heart and can cause heart attacks. According to Deboo (2007:19) "Cocaine is usually inhaled as powder". This means that in order for the learners to be able to read and write, they should not engage themselves in drugs because they will lose focus.

5.5. Conclusion

One may conclude that learners have difficulties in reading and writing. They cannot punctuate correctly and they cannot spell and pronounce words correctly and they write the wrong tenses. One may also conclude that there are strategies that teachers use to improve reading and writing.

The strategies are group work, giving learners more reading and writing activities, dictation and giving learners more remedial work. Teachers claim to use repetition as a way of improving reading and writing. However, based on the researcher's findings, repetition is not done effectively in the two schools.

There are constraints in dealing with reading and writing. These include lack of commitment and laziness, lack of resources in school A (no library and laboratory) and also lack of discipline such as bunking classes and disrespecting teachers. In order for learners to do well at school, there is a need for effective discipline. I concur with Hill and Hill (1994) that ill –discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school.

There are ways of dealing with the constraints of reading and writing such as inviting motivational speakers and parents to motivate the learners and teachers about the need to focus on school work. The teachers also encourage learners to have dictionaries so that they can get meanings of words and check word spellings. Learners are also given more reading and writing activities to ensure that they get used to reading and writing.

5.6. Recommendations

In light of the above conclusions, this study makes the following recommendations:

- Learners reading and writing difficulties should be addressed by giving them more reading and writing activities and by also encouraging them to make use of the library.
- The strategies used by teachers to improve reading and writing should be revisited in order to ensure that they are effective and yielding good fruits.
- Teachers should sometimes repeat their lesson presentations in order to cater all learners (including slow learners and those with barriers to learning). Some of the learners take time to grasp what they have been taught.
- It is therefore imperative for the teachers to repeat lessons so that slow learners can also grasp the gist of the lesson.
- That the department of education should go out to the schools to run workshops on strategies to improve reading and writing.
- Teachers should be encouraged to be innovative and not rely all the time on teaching methods prescribed by the department of education.
- Schools should have libraries that will offer learners opportunities to read different kinds of sources and to be exposed to the internet.

In order to teach effectively and also to deal with reading and writing, learners should be committed to their studies. They should arrive early for lessons and also ensure that they don't bunk lessons. They should be exposed to different types of sources. They should make use of the library and the internet and they should also use the dictionaries to check spelling mistakes and word meanings. Instead, learners bunk lessons, disrespect their teachers and they do not do school work.

REFERENCES

- Amabile, J.1996. *Innovations and Curriculum Development for Basic Education in Nigeria*. Research journal of internal studies- issue 8.
- Altermatt, B. (2011). *Ethics: Ethical Responsibilities to Participants*. Hannover College.
- Arua, A.E., Moanakwena, R., Rodgers, P. Tierney, S & Leinters, B. 2005. Improving the quality of illiteracy learning in the context areas: *Situational analysis of secondary level education in Botswana*.France: International Reading Association.
- Arua, A.E., Moanakwena, R., Rodgers, P. Tierney, S & Leinters, B. 2005. *Improving the quality of illiteracy learning in the context areas: Situational analysis of secondary level education in Botswana*: France: International Reading Association.
- Banich, D. 1997. *Principles of classroom management: a hierarchical approach*. New Jersey: Prentice Hall.
- Borich, G.D. 2000. *Effective teaching methods*. New York: Merrill.
- Bless, C & Higson-Smith, C. 1995.*Fundamental of social research methods: an African perspective*, 2nd ed. Kenwyn: Juta.
- Bluestein, J. 2008. *The Win-Win classroom: A Fresh and Positive Look at Classroom Management*. Thousand Oaks: Corwin Press.
- Broggy, J., & McClelland, G. 2012. *The importance of Shared Understanding: Third Level Students Proficiency in Scientific Language. Issues of Heterogeneity and Cultural Diversity in Science Education and Science Education Research*. Dortmund University of Technology.
- Brown, H.D.1994. *Principles of language learning and teaching*. 3rd edition. United States of America. Prentice Hall.
- Buckley, J & Stayn, D. 1988. *Managing for Learning*. Hamsphire: Macmillan,
- Calderhead, J. 1984. *Teachers Classroom Decision-Making*. London: Holt, Rinehart and Winston.

Cangelosi, J.S. 2000. *Assessment strategies for Monitoring Student Learning*. New York: Longman.

Cangelosi, J.S. 2004. *Classroom Management Strategies: Gaining and Maintaining Students Cooperation*. 5thed, New Jersey: Wiley.

Carl, A.E. 2009. *Teacher Empowerment through Curriculum Development: Theory into Practice*. 3rd edition. Lansdowne: Juta.

Carrejo, D.J. & Reinhartz, G. 2012. *The Importance of Shared Understanding: Third Level Students Proficiency in Scientific Language. Issues of Heterogeneity and Cultural Diversity in Science Education and Science Education Research*. Dortmund University of Technology.

Chomsky, J. 1957. *Syntax structure*. The Hague: Mouton & Co.

Clark, L.H. & Starr, I.S. 1996. *Secondary and Middle School Teaching Methods*. 7th ed. Englewood Cliffs. NJ: Prentice Hall.

Cohen, L, Manion, L., and Morrison, K. (2007). *Research methods in education*, 6th edition. New York: Routledge.

Creswell, J.W. 1998. *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Creswell, J.W. 2003. *Research Design. Qualitative, Quantitative and Mixed Methods Approach*. New York: Thousand Oaks.

Cummins, J. 1981. *Bilingualism and minority- language children*. Toronto: OISE Press.

Department of Education. 2011. *The Status of the Language of Learning and teaching (LOLT) in South African Public Schools*. Pretoria: Government Printers.

Deboo, A. 2007. *Drugs*. Halley Court: Heinemann.

Desmet, C. 2009. *Teaching Shakespeare with YouTube*. *English Journal* 99(1): 65-70.

- Dillon, J & Maguire, M. 2007. *Becoming a teacher: issues in secondary teaching*. 3rd edition. Berkshire. Open University Press.
- Duminy. P.A., Dreyer, H,J.Steyn, P, G & Vos, A.J. 1991. *Education for the student teacher 2*. Cape Town: Maskew Miller Longman,
- Ekwall, E.E. & Shanker, J.L. 1989. *Teaching reading in the elementary school*. 2nd edition. Columbus: Merrill.
- Frey, N & Fisher, D. 2008. *Teaching visual literacy: using comic books, graphics novels, anime, cartoons, and more to develop comprehension and thinking skills*. Thousand Oaks. Corwin Press.
- Gove, A and Cvelich, P. 2010. *Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice*. Research Triangle Park, NC: Research Triangle Institute.
- Hallahan, D.P & Kauffman, J.M. 2006. *Exceptional learners: introduction to special education*. 10th edition. Boston: Pearson Education.
- Hall. G. *Literature in language education*. New York: Palgrave Mcmillan.
- Hansen, J & Pearson, P.D. 1983. *An Instructional study: Improving the inferential comprehension of good and poor fourth- grade readers*. *Journal of Educational Psychology*, 75: 821-829.
- Harvey, S & Goudvis, A. 2000. *Strategies that work: Teaching comprehension to enhance understanding*. Ontario: Stenhouse Publishers.
- Henn, M., Weinstein, M. and Foard, N. 2006. *A short introduction to social research*. London. Sage Publications.
- Heining, E. 2004. *Finding your way in qualitative research*. Pretoria. Van Schaik Publishers.
- Hill, M.S. & Hill, F, W. 1994. *Creating safe schools*. United Kingdom: Crowtin.
- Hoberg, S.M. 1999. *Educational Management*. Pretoria: Unisa.

- Holstein, J.A. & Gubrium, J.F. 2003. *Active interviewing (67-80)*. In Gubrium, J.F. & Holstein, JA (Eds), *Handbook of mixed methods in social and behavioural research*. Thousand Oaks: Sage.
- Jacobs, M. Vakalisa, NCG & Gawe, N. *Teaching-Learning dynamics*. 2011. 4th Edition. Cape Town: Heinemann.
- Jaen, M.M. & Basanta, P. 2009. *Developing Conversational Competence through Language Awareness and Multimodality: The Use of DVDs*. ReCALL 21 (3).
- Krashen, S.D. 1987. *Principles and practice in second language acquisition: English language teaching*. Hertordshire. Prentice Hall International.
- Lacina, J & Silva, C. 2011. *Cases of successful literacy teachers*. Los Angeles. Sage Publications.
- Larsen-Freeman, D, L. 2000. *Techniques and Principles in Language Teaching*. London: Oxford University Press.
- Leedy, PD. & Ormrod, JE. 2001. *Practical research planning and design*. Buckingham. Open University.
- Leedy, P.D. & Ormrod, J.E. 2005. *Practical research planning and design*. Buckingham: Open University.
- Leedy, P.D. & Ormrod, J.E. 2010. *Practical research planning and design*. Buckingham: Open University.
- Lemlech, J.K. 1988. *Classroom Management*. New York: Longman.
- Mabeba, M.Z. & Prinsloo, E. 2000. *Perceptions of discipline and ensuing discipline problems in secondary education*. South African Journal of Education, 20: 34-41.
- Maree, K. 2007. *First steps in Research*. Pretoria: Van Schaik.
- McEwan, E.K. 2004. *7 strategies of highly effective readers: Using cognitive research to boost K-8 achievement*. California: Corwin Press.
- McMillan, J.H. & Schumacher, S. 1993. *Research in Education*. London: Longman.
- McMillan, J.H & Schumacher, S. 2001. *Research in education. A conceptual introduction*. 5th ed. London: Longman.

- McMillan, J.H. & Schumacher, S. 2006. *Research in Education*. London: Longman.
- Merriam, S.B. 1998. *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Menyuk, P & Brisk, M, E. 2005. *Language development and education. Children with varying experience*, New York: Palgrave Macmillan.
- Milner, A & Anita, C. 2005. *Read it*. Grade 7. Mills Litho: Cape Town
- Morrow, W. 2007. *Learning to Teach in South Africa*. Pretoria: HSRC.
- Mouton, J and Marais, H.C. 1990. *Basic concepts in the methodology of the social sciences*. Human Science Research Council.
- Mouton, J. 1996. *Understanding Social Research*. Pretoria: Van Schaik Publishers.
- Mwamwenda, T.S.1996. *Educational psychology, An African perspective*. Durban: Butterworth
- Nash, R. 2009. *The active classroom: Practical strategies for involving students in the learning process*. London: Corwin Press.
- Ndlovu, M.M. 2001. *Towards an Effective Team work model for primary schools management in the Phalaborwa area of the Limpopo Province*.
- Neuman, W.L. 1997. *Social Research Methods*. Needlham Heights.
- New Teacher Centre @ UC Santa Cruz. 2005.
- Ovando, MN.1989. *An Effective Faculty Development Program: It can Be Done. Paper presented at the National Conference of the National Council of State on in service Education. San Antonio Texas. March 16 to 19.*
- Owino, J. 1987. *Introduction to language teaching methods*. In Badmus, A& A.S. Olajide, (Eds), *A General Introduction to Language Studies*. Ilorin: Kwara State College of Education, Ilorin, Nigeria.

Paris, S.G., Wasik, B, A. & Turner, J.C. 1991. *The development of strategic reader, in Handbook of reading research* volume 2. London: Longman: 609-640.

Praputtakun, P., Dasah, C., Tambanchong, C., Meatepinitkul, P. & White, O.L. 2012. *The Effects of Using Philosopher's Heart Principle on Primary School Students 'Scientific literacy and Language abilities: The Study in Thailand.2012 International Conference on Education and Management Innovation, IPEDR, 30*. Singapore: IACSIT Press.

Richards, R. 2006.*Reading problems: assessment and teaching strategies*. 3rd edition. Boston: Allyn& Bacon.

Rosenshine, B., Meister, C. & Chapman S. 1996. *Teaching students to generate questions: A review of the intervention studies. Review of Education Research, 66(2): 181- 221*.

Saeed, A., & Jarwar, A.Q. 2012. *Impact of Medium of Instruction on achievement level of students at higher secondary stage in Hyderabad Region of Sindh. Interdisciplinary Journal of Contemporary Research in Business, 4(4), 805-811*.

Santrock, J.W. 2009. *Educational Psychology*. 4th ed. Boston: McGraw-Hill.

Saxton, M. 2010. *Child language acquisition and development*. London. Sage Publications Ltd.

Schroeder, T.E. 2005. *Increasing students' awareness of sources of information for answering questions. American Educational Research Journal, 22: 217-236*.

Seferoglu, G. 2008. *Integrating Feature Films on Digital Versatile Discs in Oral Communication Classes. Educational Studies 34(1): 1-9*.

Shuter& Shooter Booklet, 2005. *Understanding GET and the revised curriculum: RSA: Shuter and Shooter (Pty) Ltd*.

Smith, J.A. and Osborne, M. 2008. *Interpretative phenomenological analysis*. In J.A. Smith(Ed). *Qualitative Psychology*. London; Sage.

- Sturman, L., Burge, B., Cook, R., & Weaving, H. 2012. *TIMSS: Mathematics and Science Achievement in England*. Slough, Berkshire, United Kingdom: National Foundation for Educational Research.
- Tatkovic, N. 2005. *Interactive Communication in Education. Paper*, Croatian Pedagogical and Literary Association, Pula, 5 June 2005.
- Trabasso, T & Bouchard, E. 2002. *Teaching readers text strategically, in Comprehension instruction: Research –based best practice*. Edited by C.C. Block & M. Pressley. New York: The Guilford Press: 176- 200.
- Tuckman, B.W. 1998. *Conducting Educational Research*. 2nd edition. Harcourt Chicago: Brace Jovanovich.
- Tutty, L.M., Rothery, M, A & Grinnel, R.M. 1996. *Quantitative Research and Methods*. Instructional Technology in Higher Education. London: McGraw-Hill.
- Van Schalkwyk, O.J. 1990. *The Education System: theory and Practice*. Pretoria: Alkanto Publishers.
- Van der Broek, P. 1994. *Comprehension and memory of narrative texts: Inference and coherence, in Handbook of psycholinguistics*. Edited by M.A. Gernsbacher. San Diego: Academic Press.
- Venn, J.J. 2007. *Assessing students with special needs*. 4th edition. Upper Saddle River, NJ: Pearson.
- Vockel, E.L. 1993. *Educational Research*. London. Collier McMillan Publishers.
- Wessels, M. 2007. *Practical guide to facilitating language learning*. Cape Town. Oxford University Press.
- What's Up Teach*. Issue 1. January 2013. Pretoria: Government Printers.
- Willen, W., Hutchison, J & Ishler- Bosse, M. 2008. *Dynamics of Effective Secondary Teaching*. 6th ed. Boston: Pearson Education.
- Zwiers, J. 2008. *Building academic language: essential practices for content classrooms*. Grades 5-12. San Francisco. Jossey Bass.

APPENDIXES

APPENDIX A: PERMISSION TO CONDUCT INTERVIEWS

Enq: Lumadi T.Z.
Cell: 0726868780

P.O. BOX 3538
Acornhoek
1360
16th April 2015

Dear Principal

REQUEST FOR PERMISSION TO INTERVIEW YOUR ENGLISH GRADE 6 TEACHER AND FIVE (5) LEARNERS DOING GRADE 6 ENGLISH FAL

The above matter refers:

1. I am Thabelo Zacharia Lumadi, a student doing Masters in Curriculum Studies with the University of Limpopo.
2. I hereby request for permission to conduct interviews (after school) with your grade 6 English FAL teacher and 5(five) grade 6 learners.
3. *The topic of my research study is: Teaching strategies that teachers use to improve reading and writing in English First Additional Language: A Case study.*
4. The interviews forms part of my data collection. I will adhere to the University's ethical principles such as confidentiality, respect for human dignity and privacy.
5. Hoping for your positive response

Yours Faithfully

.....

Lumadi T.Z.

APPENDIX B: PERMISSION FROM THE UNIVERSITY RESEARCH TEAM

APPENDIX C: CONSENT FORMS FOR PARTICIPANTS

As part of my studies for MEd at the University of Limpopo. I have to conduct interviews for which I need your assistance. The title of my research study is:

Teaching strategies that teachers use to improve reading and writing in English as First Additional Language: A Case study.

All I am asking of you is

to participate in my research study

It is important that you also read and understand the following ethical principles:

1. Participation in this study is completely voluntary and no pressure.
2. You are free to withdraw from the study at any time, without stating reasons and you will in no way be harmed by doing so. You may also request that your data no longer be used in the research study.
3. You will be given access to your own data upon request.
4. You are requested to ask any questions you may have regarding the study and the related procedures at any stage. I will gladly answer your queries.
5. If you are a minor, the written consent of your parent or legal guardian is required before you participate in this study, as well as (in writing if possible) your voluntary assent to take part- no coercion may be placed on you.

I, the undersigned

.....

Have read the preceding premises in connection with the study. I was given the opportunity to discuss relevant aspects of the study and I hereby declare that I am taking part in the study voluntarily.

APPENDIX D: INTERVIEW SCHEDULE FOR TEACHERS

1. Do learners experience difficulties in reading and writing?
2. What kind of difficulties do they experience?
3. What do you think are the possible causes of the difficulties?
4. Do you help the learners in dealing with the difficulties?
5. How do you help the learners?
6. Do you think that the help that you give to learners is appropriate for their grade?
7. Is there any support from the Department of Education?
8. What kind of support do you get if any?
9. Is there anything you would like to share with regarding reading and writing difficulties in general which has not been included in this interview?

APPENDIX E: INTERVIEW SCHEDULE FOR LEARNERS

1. Do you have difficulties with reading and writing?
2. What kind of difficulties do you experience?
3. What do you think are the possible causes?
4. Do teachers help you in dealing with reading and writing difficulties?
5. How do they help you?
6. Is their help helpful?
7. What suggestions can you give to the teachers in their efforts to help you?
8. Is there anything you would like to share with regarding reading and writing difficulties in general which has not been included in this interview?

APPENDIX F: INTERVIEWS TRANSCRIPT BETWEEN THE RESEARCHER AND A

TEACHER IN SCHOOL A

Researcher: Do learners experience difficulties in reading and writing?

Teacher participant: “Yes, they do. Some of them cannot even pronounce and spell words correctly”.

Researcher: What kind of difficulties do they experience?

Teacher participant: “ They cannot pronounce words correctly, they cannot punctuate and they cannot spell words in the correct order”.

Researcher: What do you think are the possible causes of difficulties?

Teacher participant: “Lack of resources, poor teaching strategies and lack of commitment from learners and some of the teachers are the possible causes”.

Researcher: Do you help the learners in dealing with the difficulties?

Teacher participant: “Yes we do help the learners because we teach them how to spell words, how to pronounce words, how to punctuate and also how to read and to use capital letters”.

Researcher: How do you help the learners in dealing with the difficulties? (What strategies do you use to improve reading and writing?)

Teacher participant: "We help them through encouraging them to use dictionaries, to repeat words, to pronounce words loudly, to spell words on the board, and we arrange extra classes in order to have more time with them". We use strategies such as drill, group work, repetition and dictation.

Researcher: Do you think that the help you give the learners is appropriate for their grade?

Teacher participant: "Yes I do think it is appropriate for the grade 6 learners".

Researcher: Is there any support from the Department of Education?

Teacher participant: "NO. There is no support we get from the Department of Education except giving us money for norms and standards to buy learner support materials. There is no support from the Department in connection with difficulties in reading and writing".

Researcher: What kind of support do you get?

Teacher participant: "The Department of Education only gives us money for norms and standards. There is no special support in terms of dealing with learners who have reading and writing difficulties".

Researcher: Is there anything you would like to share with regarding reading and writing difficulties in general which has not been included in this interview?

Teacher participant: “Yes, there is a need for parents to assist their children at home in ensuring that learners read and write well. Parents should be encouraged to work hand in glove with teachers to ensure that learners are able to read and write”.
Thank you.